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ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I-funded programs for the state of Oregon is reviewed in this report. The major categories of information presented in this report are: the relationship of Title I projects to educational priorities of the State Board of Education; attainment of student performance objectives; gains in student achievement (including the relationship of achievement to student potential); statistics on student participation, project personnel, and community involvement; basic federal funding and district expenditure data; and geographic comparison of participation, instructional areas, support services, etc. Most evaluative and descriptive information in this report is quantified, tabulated and presented in the form of graphs. A statistical analysis of the data has not been done. Data from regular and summer term projects are compiled separately and plotted on the same graph to allow for comparisons. (Author/AM)

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ED134649

OREGON TITLE I ANNUAL EVALUATION REPORT

ELEMENTARY AND SECONDARY EDUCATION ACT FISCAL YEAR 1975

OREGON
DEPARTMENT OF EDUCATION
SALEM, OREGON 97310

VERNE A. DUNCAN
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

BARBARA HUNT
DIVISION OF
COMPENSATORY EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The results of this evaluation prove that children having trouble in schools can be helped. Title I programs in Oregon are making a difference. Reading gains, most conservatively reported, record one month gain per month of instruction.

But that is not good enough. It does not make up for the accumulated failures resulting in academic performance one or two years below grade level as found in children eligible for Title I services. We must try to do better. And this improvement will require the combined efforts of local funds and federal funds, dedicated teachers, parents, school administrators, students and each school's community.

The Results and Conclusions section of this report discuss positive and negative aspects revealed by the Title I evaluation data. It recommends action in many areas at both the state and local levels. It should provide the basis for corrective actions.

Many people throughout Oregon are responsible for the annual Title I evaluation. Their cooperation and assistance is invaluable. However, special recognition is due this year to the state Title I Evaluation Committee which has been working since June 1975 to improve the quality of data gathering and analysis. Good evaluation can lead to better decisions. And better decisions can lead to programs which provide more help to all students participating in Title I.

Mary Hall
Associate Superintendent
Special Program Assistance
Division

EVALUATOR'S NOTE

It must be recognized that an evaluation is compiled from a reporting by districts of "what happened" in the Title I project during the year. In some instances "what happened" is not consistent with Title I regulations and policies. When these inconsistencies are noted, the state Title I office moves to correct the situation in the most effective ways possible.

This is a true and admirable use of the evaluation process and is recommended to be implemented at the district level as well as the state level.

TABLE OF CONTENTS

Preface iii

Evaluator's Note iv

List of Charts vii

Chapter I. BASIC INFORMATION 1

A. School District Participation in Title I, Elementary and Secondary Education Act (ESEA) . 1
B. Types of Title I Projects in Oregon 2
C. A Description of the Report Sample 2
D. A Survey of Information Contained in This Report 4

Chapter II. EVALUATION OF TITLE I PROGRAMS 9

A. The Relationship of Title I, ESEA Projects to State Educational Priorities 9
B. Attainment of Student Performance Objectives 9
C. Student Achievement in Academic and Affective Areas 16
D. Cooperatives 22
E. Year-round Schools 22
F. Projects in Institutions for Neglected and Delinquent Children 22
G. Oregon State Corrections 26

Chapter III. SELECTED PROJECT DATA AND TRENDS 33

A. Student Participation in Title I 33
B. Student Participation in Major Instructional Areas 33
C. Expenditures in Major Instructional Areas 33
D. Students in Title I Receiving Support Services 40
E. Expenditures in Support Services 40
F. Related Title I Activities 40
G. Nonpublic Student Involvement in Title I 49

Chapter IV. RESULTS AND CONCLUSIONS 51

APPENDICES . . . . .

1. Geographic Comparison 60
2. Title I, ESEA Evaluation Report Form 63
3. A Taxonomy of Oregon Basic Education–1975 Update 67
4. County and Statewide Expenditures 89
5. Categories of Instructional Emphasis in Oregon Title I Projects 73

LIST OF CHARTS

Chart 1	Participation of Oregon School Districts in Title I, ESEA, FY 1973, FY 1974, and FY 1975	2
Chart 2	Distribution of Oregon Title I Projects, FY 1975	3
Chart 3	Framework for Title I Evaluation	4
Chart 4	Distribution of Participating School Districts, According to Sample Stratification (Title I, ESEA, FY 1975)	6
Chart 5	Hierarchy of Educational Objectives in Oregon Title I Projects Purpose of Title I, ESEA	5
Chart 6	Progress of Title I Projects in Meeting Instructional Priorities of the State Board of Education and Educational Objectives of the Division of Compensatory Education	6
Chart 7	Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives (Regular Term)	11
Chart 8	Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives (Summer Term)	12
Chart 9	Areas of Concern Regarding Performance Objectives	12
Chart 10	Percentage of Students in Specific Instructional Areas Detailed by District Written Performance Objectives	14
Chart 11	Interquartile* Ranges of Test Scores for Students Identified As Having Low, Average and High Learning Potentials, Regular Term (Reading)	17
Chart 12	Interquartile* Ranges of Test Scores for Students Identified as Having Low, Average and High Learning Potentials, Regular Term (Math)	18
Chart 13	Interquartile* Ranges of Test Scores for Students Identified as Having Low, Average and High Learning Potentials, Summer Term	20
Chart 14	Number of Students Achieving High, Average, and Low Success Levels on Performance Objectives, Portland Area I	21
Chart 15	Student Achievement Data Portland Public Schools, Area I	23
Chart 16	Portland Achievement Data for Area II	23
Chart 17	Fall 1974, Spring 1975 Testing Cycle M Score Means for Reading and Math, Area III, Portland	24
Chart 18	Spring 1974, Spring 1975 Testing Cycle M Score Means for Reading and Math, Area III, Portland	27
Chart 19	Total Oregon Title I Funds Expended in FY 1975	28
Chart 20	CSD* "Out of Home Placement" Delivery System for Children Ages 0-18	29
Chart 21	Educational Programs Available at MacLaren School for Boys	30
Chart 22	Academic Skills Development Options Through Supplementary Instruction Available to an ESEA, Title I Eligible Resident Upon Entering the Oregon Adult Corrections Institution	31

Chart 23 Total Number of Children Involved in Title I by Grade Level 32

Chart 24 Percent of Public School Students Participating in Title I By Grade Level (LEA Regular and Summer–Portland Excluded) 34

Chart 25 Percent of Public School Students Participating in Title I By Grade Level (Portland Regular and Summer) 34

Chart 26 Percent of Public School Title I Students in Major Instructional Areas (LEA Regular and Summer–Portland Excluded) 35

Chart 27 Percent of Public School Title I Students in Major Instructional Areas (Portland Regular and Summer) 35

Chart 28 Percent of Public School Project Expenditures By Major Instructional Areas (LEA Regular and Summer (Portland Excluded) 36

Chart 29 Percent of Public School Project Expenditures By Major Instructional Areas (Portland Regular and Summer) 36

Chart 30 Percent of Public School Students Receiving Support Services (LEA Regular and Summer–Portland Excluded) 37

Chart 31 Percent of Public School Students Receiving Support Services (Portland Regular and Summer) 37

Chart 32 Expenditures for Support Services Provided Title I Project Students (LEA Regular and Summer–Portland Excluded) 38

Chart 33 Expenditures for Support Services Provided Title I Project Students (Portland Regular and Summer) 38

Chart 34 Types of School Personnel Employed with Title I Funds (LEA Regular and Summer–Portland Excluded) 39

Chart 35 Types of School Personnel Employed with Title I Funds (Portland Regular and Summer) . . 39

Chart 36 Teacher and Teacher Aide In-service for Title I Projects 41

Chart 37 Community Involvement, Composition of Local Parent Councils 42

Chart 37A Community Involvement, Composition of Local Parent Councils (Portland) 43

Chart 38 Percent of LEA's That Have Changed or Altered the Regular Instructional Program as a Result of Title I 44

Chart 39 Percent of School Districts That Have Absorbed Title I Program Costs into Local Budget, Freeing Federal Funds for New Title I Projects 45

Chart 40 Media and Techniques Used for Dissemination of Project Information 46

Chart 41 Effectiveness of Local Parent and Community Planning Committees as Viewed by Project Directors 47

Chart 42 Percent of LEA Expenditures to Districts (Portland Included) in Addition to Title I Funds . 48

Chart 43 G. Nonpublic Involvement in Title I FY 1975, Nonpublic Student Participation in Title I FY 1975, Title I Students by Major Instructional Areas, Expenditures in Major Instructional Areas 49

Chart 44 Nonpublic Involvement in Title I FY 1975, Student Involvement in Support Services, Expenditures in Support Services 50

Chart 45 Expenditures by Geographical Distribution 55
Chart 46 Percent of Public School Students Participating in Title I by Grade Level 56
Chart 47 Percent of Students in Major Instructional Areas 57
Chart 48 Percent of Expenditures by Major Instructional Areas 58
Chart 49 Percent of Students Receiving Support Services 59
Chart 50 Percent of Expenditures for Support Services 60
Chart 51 Types of School Personnel Employed with Title I Funds 61

BASIC INFORMATION

A. School District Participation in Title I, Elementary and Secondary Education Act (ESEA)

1. Participating School Districts.

In 1974-75, 278 of the 339 school districts in Oregon took part in Title I, ESEA funded efforts to provide a concentration of resources for educationally disadvantaged students. About one-sixth of the participating districts (45 out of 278) pooled their allocations to form 11 cooperative projects. (See Chart 1.)

The FY 75 or 1974-75 school year was a landmark year in the history of Title I, ESEA. The original Public Law 89-10, which included Title I and its amendments, was reconsidered by the congress. The original intent of the law supplemented by 9 years of performance data led to Public Law 93-380 which in essence extended Title I for two years with some changes. Amendments to Public Law 93-380 provided for and/or initiated a number of national Title I studies and evaluations to collect in-depth data on Title I for reconsideration by the FY 77 and future Congressional discussions of Title I, ESEA.

In Oregon FY 75 Title I was affected by the changed Title I distribution formula. For the first time the Title I allocation to Oregon LEA's rose to 13.7 million dollars, 4.3 million dollars above the FY 74 funding level of 9.4 million.

In addition to LEA allocations, 1.8 million was allocated to state agencies for handicapped, neglected and delinquent children and 1.9 million dollars was allocated for Title I Migrant children programs making a grand total of $17,539,680 for assistance to Title I children in the State of Oregon.

LEA's	FY 75	FY 74	FY 73
A	$13,065,339	$ 8,851,140	$ 8,421,321
B	389,098	652,371	824,758
C	333,883	112,591	174,506
Sub-total	$13,788,320	$ 9,416,102	$ 9,420,535
STATE AGENCIES			
Handicapped	$ 1,392,165	$ 1,316,495	$ 1,163,858
N & D	376,014	299,126	241,673
Corrections	77,624	77,624	70,827
Sub-totals	$ 1,845,803	$ 1,693,245	$ 1,476,358
TOTAL	$15,634,123	$11,109,347	$10,896,943

Per Child Allocations LEA's

1975	$200
1974	$181
1973	$156

Formula and funding level changes were, in part, responsible for the increased allocation. One change in the formula contributing to the increased funding in Oregon was inclusion of the Orshansky or "Poor" Index, in place of the previously used census count of children from families earning $2000 per year or less. Use of the Orshansky Index increased the federal census count of Oregon children from 19,583 to 53,853 "poor children." The funding level change refers to the level of funding set by Congress. The per child funding level has increased each year.

2. Nonparticipating School Districts.

Sixty-one Oregon school districts did not participate in Title I projects during 1974-75: 9 had no Title I allocation; 50 did not apply for their allocations; and 2 did not complete negotiations for an approved project. (See Chart 1.)

The 9 districts with no Title I allocation were located in areas where there are no "formula children." This formula determines maximum basic grants to local school districts under Title I, ESEA for a given fiscal year; it is based on the number of children in low income families that reside in each district, determined by: (1) the number of children in institutions for the neglected and delinquent; (2) the number of children in foster homes; (3) the federal census figures computed on the Orshansky Index—a sliding scale based on a family of four earning $4,250 per year. Children in somewhat higher income families are counted in relation to the number of children in their families; and (4) the number of children in families receiving $2,000 or more each year from Aid to Families with Dependent Children (AFDC).

In FY 73 nearly half of the districts that did not make use of their Title I funds were allocated less than $500. In FY 74 and 75 nearly half of the nonparticipating districts were allocated from $2,000 to over $5,000, and in some instances up to $30,000. Also, the number of nonparticipating districts has increased steadily from 11% of the 331 eligible districts to 18% of the 330 eligible districts in FY 75—a 7% increase in nonparticipating districts in three years. Nonparticipating districts are found in each of the geographical sampling strata; however, 58 of the 61 districts have less than 499 average daily student membership in their districts. Data on the size of allocation for these eligible, but nonparticipating districts are presented below.

Size of Allocation	Number of Districts FY 75	Number of Districts FY 74	Number of Districts FY 73
Less than $500	14	5	17
$500 – $999	8	11	6
$1000 – $1999	7	11	7
$2000 – $4999	19	15	6
$5000 – $10,000	6	11	6
$10,000 – $29,999	6	--	--
Over $30,000	1	--	--
Total eligible, but non-participating, districts:	61	53	38
Percent of non-participating districts:	18%	16%	11%

B. Types of Title I Projects in Oregon

During 1974-75, there were 349 Title I projects in Oregon, located in 278 of Oregon's 339 school districts. These projects are classified as follows:

Title I, ESEA Projects in Oregon by Type

	FY 72	FY 73	FY 74	FY 75
Regular Term Projects	262	241	226	223
Summer Term Projects	132	84	88	83
Cooperative Projects			13	11
Year-round Projects				4
Projects in Institutions for Neglected and Delinquent Children Funded Through Districts		19	16	28
TOTAL PROJECTS	**394**	**344**	**343**	**349**

Because summer projects tend to be different from regular school year projects, regular and summer term data are tabulated separately in this report.

Eleven of the 349 Title I projects are cooperative efforts involving 45 local districts (2 to 15 cooperating on a single project). Geography, small allocations, and/or similarity of educational needs prompt districts to organize cooperative efforts.

The projects at institutions for neglected and delinquent children are considered separately in this report, because their objectives differ from most regular and summer term projects in school districts. The 28 projects at institutions for neglected and delinquent children reflect 13 regular school year projects and 15 summer school projects.

The Portland school district is considered separately in this report, because it has a large concentration of funds and participants in a relatively small number of projects. The seven Title I projects in Portland drew 22% of the Title I funds, 23% of the regular term participation in public schools, and 23% of the summer term participation.

C. A Description of the Report Sample.

1. Characteristics of the Sample.

Data for this report was compiled and tabulated from a stratified random sampling of the project data completed by district project personnel and returned

CHART 1

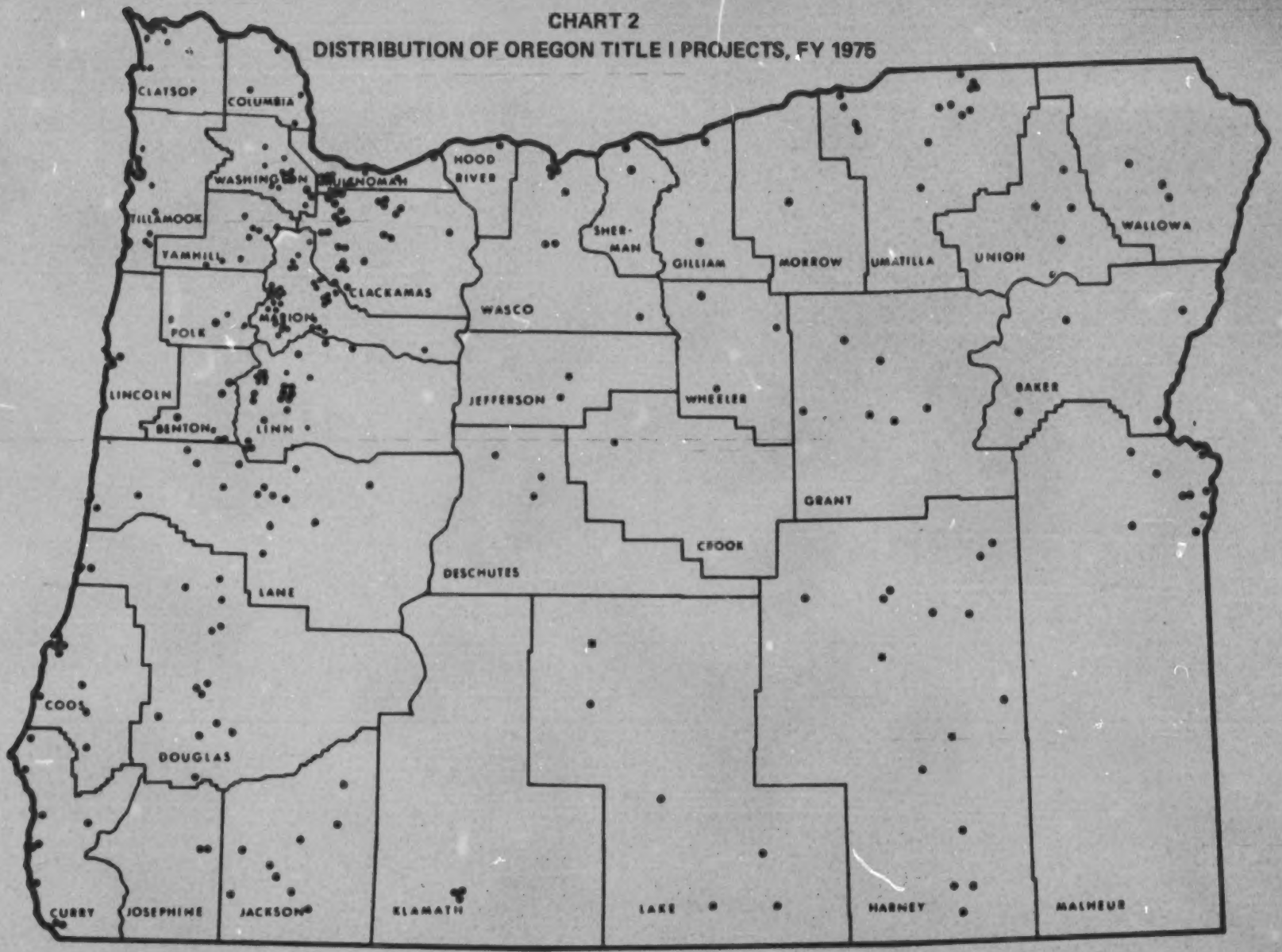
Participation of Oregon School Districts

in Title I, ESEA, FY 1973, FY 1974 and FY 1975

	FY 1973	FY 1974	FY 1975
Participating School Districts			
Districts with one or more projects	231	224	233
Districts participating in cooperative projects*	57	50	45
	288	274	278
Nonparticipating School Districts			
Districts with no allocation	11	8	9
Districts that made no application	38	53	50
Districts with uncompleted applications	2	4	2
	51	65	61
TOTAL OREGON SCHOOL DISTRICTS	339	339	339

*FY 1973-57 districts formed 15 cooperative projects.
FY 1974-50 districts formed 13 cooperative projects.
FY 1975-45 districts formed 11 cooperative projects.

CHART 2
DISTRIBUTION OF OREGON TITLE I PROJECTS, FY 1975



to the Oregon Department of Education. The sample is selected from 12 stratified categories for Title I projects. These categories are defined by two characteristics: (1) the student population within each district; and (2) the geographic location of the district. The sample has been stratified in order to: facilitate analysis of the data; note the trends relating to district size and location; and provide for a fair representation of districts in the sample.

Student population figures are based on the estimated resident average daily membership (ADMr) for each district. The ADMr figures are stratified into four categories: (1) 1 to 499 ADMr; (2) 500 to 999 ADMr; (3) 1000 to 2999 ADMr; and (4) 3000 and over ADMr.

Geographic locations are stratified into the four categories frequently used in Oregon statistics: (1) Eastern Oregon; (2) Western Oregon (3) metropolitan areas; and (4) Portland. The division between Eastern and Western Oregon is the Cascade Mountain Range. The metropolitan strata include school districts in Multnomah, Washington and Clackamas counties. The Portland stratum allows for the separation of the state's largest school district (117 schools, 57,546 ADMr) from the rest of the report sample. (See Chart 2.)

School districts participating in Title I are categorized according to sample stratification in Chart 4, which also shows the distribution of summer and regular term projects. The 28 Title I projects in institutions for neglected and delinquent children are also represented in Chart 4.

A sample of 33 1/3% of the 223 regular term projects was selected from each of the stratified categories in Chart 4 (excluding Portland). A sample of 50% of the 83 summer term projects was selected from each stratified category in Chart 4 (excluding Portland).

The 33 1/3% and 50% sample sizes were selected, because they guarantee at least 30 projects in each term's sample, a number which could be used as a valid statistical sample if desired. A larger percentage was also used for summer projects, because they are smaller in number and reflect more educational diversity than regular term projects.

In order to avoid distortion of the report sample, data from the relatively large Portland school district is presented separately in this report and represents 100% of their Title I projects. Data from the 28 projects in institutions for neglected and delinquent children is also separated and reported in total.

2. Analysis of the Sample.

The stratified sample in this report provides a proportionate representation of Title I districts according to size and location. The school districts in the sample enroll 147,305 students or 32.3% of the total ADMr in Oregon, of which an estimated 33,088 are student participants in Title I projects.

The Western strata have the largest number of Title I projects and participating school districts. The area includes many small suburban and rural school districts in the Willamette Valley and on the Oregon coast, as well as larger districts in the urban areas of Eugene, Springfield, Salem, and Corvallis.

The Eastern strata represent the largest geographic area in the sample, with the lowest population density. Consequently, the Eastern sample contains the largest proportion of small school districts (79% with ADMr less than 1000).

The metropolitan strata reflects the proximity of Portland to the three metropolitan counties in the proportion of large districts it contains (28% ADMr over 3000). However, the size of these counties and the nature of their geography are such that an equal number of small school districts (ADMr under 500) is represented in the metropolitan strata.

3. Limitations of the Sample.

The main limitation of the report sample is that the sample size severely limits tabulations of sufficient data from subsamples within it. Subsamples affected by this limitation are: (1) achievement data; (2) nonpublic school participation; and (3) performance in some academic or skill areas.

D. A Survey of Information Contained in This Report.

1. Sources of Information.

Title I evaluation reports from school districts and records of the Oregon Department of Education are the main sources of information for this report. Evaluation reports are requested to be completed by district personnel and returned to the State Title I Office within 30 days after the project terminates. The evaluation instrument, developed by the state office in cooperation with local districts, collects both evaluative and descriptive information. (See Appendix I.) Chart 3 shows the framework for Title I evaluation that is built into application and evaluation procedures.

CHART 3 Framework For Title I Evaluation

District Needs Assessment	→	Project Goals	→	Performance Objectives 1. Conditions 2. Performance 3. Expectations	→	Measures: 1. Performance 2. Standardized tests	→	Results: Gain Scores

2. Types of Information.

The major categories of information in this report are: (1) the relationship of Title I projects to educational priorities of the State Board of Education; (2) attainment of student performance objectives; (3) gains in student achievement (including the relationship of achievement to student potential); (4) statistics on student participation, project personnel and community involvement; (5) basic federal funding and district expenditure data; and (6) geographic comparison of participation, instructional areas, support services, etc.

Most evaluative and descriptive information in this report has been quantified, tabulated and presented in the form of graphs. A statistical analysis of the data has not been done. Data from regular and summer term projects are compiled separately and plotted on the same graph to allow for comparisons.

Further explanation of the five information categories and their limitations appear below.

3. Relationship of Title I Projects to State Educational Priorities.

For the third consecutive year, Title I data is analyzed in relation to instructional priorities of the State Board of Education and the educational objectives of the Division of Compensatory Education.* Chart 5, "Hierarchy of Educational Objectives," presents these priorities and objectives, as well as the number of Title I projects in various instructional areas. Analysis of Title I data according to state planning statements provides a basis for determining whether or not education of the disadvantaged in the State of Oregon is a fragmented educational effort localized at the district level, or an educational effort integrated into a state-recognized plan of good education for all children in the state.

4. Attainment of Student Performance Objectives.

Project goals and performance objectives, designed to meet the assessed needs of educationally disadvantaged children in the district, are written by district personnel as they define their project. Goals outline the general aims of the project; performance objectives describe student accomplishments that can be measured. Performance objectives include: (1) the conditions under which the student performs; (2) the performance required of the student to demonstrate achievement; and (3) the expectations for the level of proficiency demonstrating achievement of the objective.

Performance objectives vary considerably throughout the state because they are written to meet the assessed needs of disadvantaged students in the individual school districts. The value of data on the attainment of performance objectives is limited because many of these objectives are poorly written and are not sufficiently specific to provide a measure of student achievement. At times, on the other hand, objectives are so specific it is difficult to categorize them for state-level reporting.

5. Gains in Student Achievement.

Student achievement data is provided by standardized achievement and subject matter tests, and by nonstandard measures such as case studies, teacher-made tests and teacher observations. The standardized test scores validate the district reports on the attainment of district performance objectives; they also measure pre-project and post-project performance, and achievement gains (or losses) for individual students.

One additional dimension is provided by Title I project teachers' ratings of student potential on a five-point scale: low, low-average, average, high-average, and high. This information is tabulated into three categories in this report (low, average, and high) and related to the academic growth of Title I students.

Student achievement data is the most difficult to compile. Because many different types of tests are used by individual districts, samples from similar tests are too small to justify statewide generalizations. Data on pre- and post-testing is sometimes invalid because districts have used different test instruments for each testing session, or because transient students have missed one of the testing sessions. Further, the recording of scores is not consistent; although grade level scores are requested, a variety of different kinds of scores are reported, making it difficult to tabulate results. An additional problem is that some test instruments do not relate to performance objectives for the project.

6. Statistics on Student Participation, Project Personnel and Community Involvement.

Basic statistical information in this report includes: (1) the number of project students according to breakdowns of public, nonpublic, regular term, summer term, subject area and support service participation, plus a summary recapitulation of major areas; (2) the number and type of project personnel and in-service programs; and (3) information about local advisory committees, dissemination of project information, and local contributions to Title I programs.

7. Basic Federal Funding and District Expenditure Data.

Basic federal funding figures include the total Oregon appropriation and allocations to each district, based on the current distribution formula. Information on district expenditure is obtained from state office records and district reports of expenditures (primarily program personnel salaries).

*See "Dignity and Worth," a planning statement of the Division of Compensatory Education, Oregon Department of Education, 1970.

CHART 4, Distribution of Participating School Districts, According to Sample Stratification* (Title I, ESEA, FY 1975)

Resident Average Daily Membership (ADMr)	Eastern Oregon	Western Oregon	Metropolitan Oregon	Portland **	TOTALS
A 1 – 499	61 Districts Particip. Projects Reg. Sum. LEA 31 11 Cooperative 3 -- N & D 1 1 Nonparticipating Dists. 21	64 Districts Particip. Projects Reg. Sum. LEA 50 7 Cooperative 5 1 N & D -- -- Nonparticipating Dists. 30	15 Districts Particip. Projects Reg. Sum. LEA 11 1 Cooperative -- -- N & D -- -- Nonparticipating Dists. 7 Year-round --		140 Districts Particip. Projects Reg. Sum. LEA 92 19 Cooperative 8 2 N & D 1 1 Nonparticipating Dists. 58 Year-round --
B 500 – 999	8 Districts Particip. Projects Reg. Sum. LEA 6 3 Cooperative 1 -- N & D -- 1 Nonparticipating Dists. 1	28 Districts Particip. Projects Reg. Sum. LEA 25 12 Cooperative -- -- N & D -- -- Nonparticipating Dists. --	10 Districts Particip. Projects Reg. Sum. LEA 9 -- Cooperative -- -- N & D -- -- Nonparticipating Dists. -- Year-round 1		46 Districts Particip. Projects Reg. Sum. LEA 40 15 Cooperative 1 -- N & D -- 1 Nonparticipating Dists. 1 Year-round 1
C 1000 – 2999	13 Districts Particip. Projects Reg. Sum. LEA 13 5 Cooperative -- -- N & D -- -- Nonparticipating Dists. --	34 Districts Particip. Projects Reg. Sum. LEA 34 20 Cooperative -- -- N & D 1 1 Nonparticipating Dists. 1	10 Districts Particip. Projects Reg. Sum. LEA 5 3 Cooperative -- -- N & D -- -- Nonparticipating Dists. -- Year-round 2		57 Districts Particip. Projects Reg. Sum. LEA 52 28 Cooperative -- -- N & D 1 1 Nonparticipating Dists. 1 Year-round 2
D Over 3000	5 Districts Particip. Projects Reg. Sum. LEA 5 4 Cooperative -- -- N & D 1 -- Nonparticipating Dists. 1	15 Districts Particip. Projects Reg. Sum. LEA 17 8 Cooperative -- -- N & D 6 7 Nonparticipating Dists. --	14 Districts Particip. Projects Reg. Sum. LEA 13 6 Cooperative -- -- N & D 2 2 Nonparticipating Dists. -- Year-round 1	1 District Particip. Projects Reg. Sum. LEA 4 3 Cooperative -- -- N & D 2 3 Nonparticipating Dists. --	35 Districts Particip. Projects Reg. Sum. LEA 39 21 Cooperative -- -- N & D 11 12 Nonparticipating Dists. 1 Year-round 1
TOTALS	87 Districts Particip. Projects Reg. Sum. LEA 55 23 Cooperative 4 -- N & D 2 2 Nonparticipating Dists. 23	141 Districts Particip. Projects Reg. Sum. LEA 126 47 Cooperative 5 1 N & D 7 8 Nonparticipating Dists. 31	49 Districts Particip. Projects Reg. Sum. LEA 38 10 Cooperative -- 1 N & D 2 2 Nonparticipating Dists. 7 Year-round 4	1 District Particip. Projects Reg. Sum. LEA 4 3 Cooperative -- -- N & D 2 3 Nonparticipating Dists. --	278 Districts Particip. Projects Reg. Sum. LEA 223 83 Cooperative 9 2 N & D 13 15 Nonparticipating Dists. 61 Year-round 4

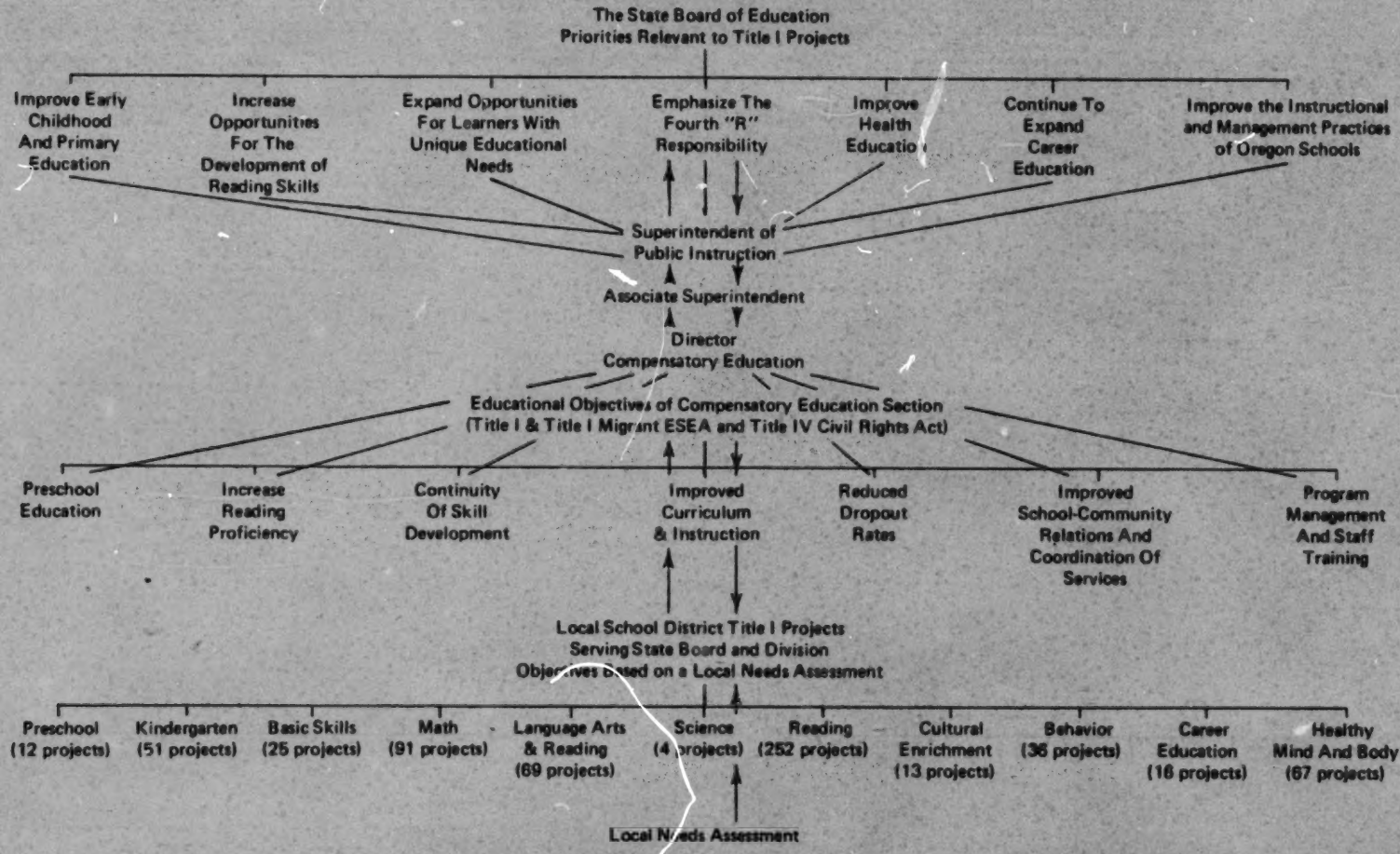
*The number of projects in a cell is often greater than the number of districts in the cell because some districts had more than one project.

**The Portland school district is reported separately in this report; data represents 100% of their Title I projects. Consequently, the Portland stratum was excluded when the sample was drawn.

CHART 5. HIERARCHY OF EDUCATIONAL OBJECTIVES IN OREGON TITLE I PROJECTS

Purpose of Title I, ESEA

"In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in Title I) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."


The State Board of Education
Priorities Relevant to Title I Projects
Improve Early Childhood And Primary Education
Increase Opportunities For The Development of Reading Skills
Expand Opportunities For Learners With Unique Educational Needs
Emphasize The Fourth "R" Responsibility
Improve Health Education
Continue To Expand Career Education
Improve the Instructional and Management Practices of Oregon Schools
Superintendent of Public Instruction
Associate Superintendent
Director Compensatory Education
Educational Objectives of Compensatory Education Section (Title I & Title I Migrant ESEA and Title IV Civil Rights Act)
Preschool Education
Increase Reading Proficiency
Continuity Of Skill Development
Improved Curriculum & Instruction
Reduced Dropout Rates
Improved School-Community Relations And Coordination Of Services
Program Management And Staff Training
Local School District Title I Projects Serving State Board and Division Objectives Based on a Local Needs Assessment
Preschool (12 projects)
Kindergarten (51 projects)
Basic Skills (25 projects)
Math (91 projects)
Language Arts & Reading (69 projects)
Science (4 projects)
Reading (252 projects)
Cultural Enrichment (13 projects)
Behavior (36 projects)
Career Education (16 projects)
Healthy Mind And Body (67 projects)
Local Needs Assessment

EVALUATION OF TITLE I PROGRAMS

Criteria for Title I program planning, project approval, technical assistance, and for measuring progress of Title I programs are derived from the following sources:

1. Title I, ESEA law, regulations and guidelines.
2. Instructional priorities of the State Board of Education.
3. LEA assessment of the educational needs of educationally disadvantaged students.
4. Educational goals of the Division of Compensatory Education.

Awareness and acceptance of these guidelines promote the concept that education for educationally disadvantaged students in Oregon is not a fragmented local district effort, but is integrated into a state-recognized plan of good education for all Oregon students.

A. The Relationship of Title I, ESEA Projects to State Educational Priorities.

The purpose of Title I, ESEA, "to expand and improve...educational programs by various means which contribute to meeting the special educational needs of educationally deprived children,"* is supported by many priorities of the State Board of Education (SBE) and the Division of Compensatory Education. All Title I projects relate directly to the SBE priority to "expand opportunities for learners with unique educational needs." Other SBE priorities and aligned Compensatory Education objectives are presented in Chart 6, with a count of corresponding Title I projects and components.

SBE and Division of Compensatory Education priorities are not always comparable. For example, one SBE priority ("emphasized the fourth 'R', responsibility") is not a specific Compensatory Education objective, although it is an underlying concept in many Title I projects.

Prior to FY 1975, preschool and kindergarten were categorized together under the classification "preschool." The data for the FY 1975 evaluation separated these programs. There were 12 preschool and 51 kindergarten projects operated in FY 1975 under Title I funding. For comparative purposes, this would be 63 "preschool" programs for 1975 as compared to 62 Title I preschool projects in FY 1974, more than the 44 in FY 1972 and 29 in FY 1973. These projects provide a substantial thrust in "improving early childhood and primary education" for disadvantaged students.

The main thrust of Title I in Oregon may be interpreted as improvement of primary education since 44% of students enrolled are in kindergarten and the primary grades. Instructional emphasis at this level appears to be on increasing reading proficiency and continuity of basic skill development.

Reading, with emphasis in 252 projects or components of projects, continues to be a major educational thrust for Title I projects. Sixty-nine of these projects integrated reading skills into a language arts program.

Tabulated for the first time in 1975, the category "Healthy Mind and Body" reflected 69 projects that wrote performance objectives classified under this heading. Predominantly in support of basic skill instructional areas, these projects recognized the interrelationship of academic skills with psychomotor, health, and other skills.

Still fewer projects identified their programs as a basic skills project, 25 in FY 1975, 17 in FY 1974 compared with 95 in FY 1973. However, using a basic skills definition of reading, language arts and mathematics, the skills were taught but under more specific headings. For instance, math projects numbered 91 in 1975 and 56 in 1974 contrasting with 5 in 1973.

Although 44% of the students enrolled in Title I projects were primary and kindergarten children, 93 projects served high school students Grades 9-12, while 188 projects served Grades 7-9, junior high students.

Indicators of improved instructional and management practices are the number of projects reporting new or improved instructional methods and management practices, and new hiring or improved utilization of personnel. Many of the indicators reported are nationally recognized as supportive to educationally disadvantaged students and have been tabulated in Oregon Title I projects since FY 1973. (See Chart 6.) Staff training relates to improved instruction and is a strong component of Title I, with 174 projects conducting in-service sessions. All Title I projects employing aides are required to plan in-service.

The small number of Title I projects that reflect the SBE priority to expand career education (related to the Compensatory Education objective to improve curriculum) showed a slight increase from 1972 to 1973 and again from 1973 to 1974 and decreased in 1975. Parent councils are required for all Title I projects; they apply to both the SBE management-related priority to close the communication gap and the Compensatory Education objective to improve school-community relations.

B. Attainment of Student Performance Objectives.

Title I instructional programs are evaluated by relating student achievement data (primarily gain scores) to student performance objectives written in the project applications. These objectives are written

*"Guidelines for Title I, ESEA," Oregon Board of Education, 1974, p.1.

CHART 6. Progress of Title I Projects in Meeting Instructional Priorities of the State Board of Education and Educational Objectives of the Division of Compensatory Education

STATE BOARD OF EDUCATION Instruction-Related Priorities	DIVISION OF COMPENSATORY EDUCATION Educational Objectives	ARE OBJECTIVES BEING ACHIEVED? Indicator: Title I Projects and Project Components	FY 1972	FY 1973	FY 1974	FY 1975
Improve early childhood and primary education.	Preschool education.		44	29	62	63
	Provide for continuity of skill development.	Project components:				
		—Language Arts	42	73	77	69
		—Mathematics	17	5	56	91
		—Science	2	0	15	4
		—Basic Skills	53	95	17	25
Increase opportunities for the the development of reading skills.	Increase reading proficiency.	Reading projects:	179	148	150	252
		Reading projects (Language Arts Components)	–	--	66	
Expand opportunities for learners with unique educational needs.	DIVISION OF COMPENSATORY EDUCATION Reduce dropouts.	The entire division focuses on these needs.		6	No Data	No Data
Emphasize the Fourth "R," Responsibility.						
Improve health education.						
Continue to expand career education.			4	7	17	16
Management-Related Priorities						
Close the communication gap.	Improve school-community relations and coordination of services.	Parent Councils required for all Title I projects.				
Improve Instructional and management practices.	1. Improve curriculum and instruction.	Project components:				
		—Teacher Aides		152	88	197
		—Individualized instruction		141	176	261
		—Volunteers		12	46	134
		—Tutoring		16	11	23
	2. Improve program management and staff training.	In-service sessions:		149	153	174

CHART 7

Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives

Regular Term

	FY 1975				FY 1974			
Objective Area	High	Average	Low	N	High	Average	Low	N
Reading	68.0%	10.0%	22.0%	26,007	57.0%	18.0%	25.0%	15,456
Language Arts	65.0%	14.0%	20.0%	1,674	29.0%	51.0%	20.0%	357
Mathematics	62.0%	10.0%	28.0%	2,770	50.0%	17.0%	33.0%	2,024
Physical Health	71.0%	21.0%	8.0%	1,232	68.0%	19.0%	13.0%	114
Mental Health	66.0%	8.0%	26.0%	5,647	53.0%	14.0%	33.0%	282
Attitudes	71.0%	5.0%	24.0%	3,972	67.5%	18.5%	14.0%	3,204
Behavioral Change	62.0%	12.0%	26.0%	1,025	None reported in Sample			
Cultural Enrichment	83.0%	12.0%	5.0%	253	81.0%	8.0%	11.0%	1,330
Basic Skills	67.0%	11.0%	22.0%	7,176	67.0%	18.0%	15.0%	1,690
Career Prep	10.0%	60.0%	30.0%	273				

	FY 1973				FY 1972			
Objective Area	High	Average	Low	N	High	Average	Low	N
Reading	54.9%	23.9%	21.2%	22,221	60.3%	16.0%	23.7%	21,318
Language Arts	49.8%	28.3%	21.9%	2,832	48.7%	25.6%	25.7%	12,157
Mathematics	36.4%	28.1%	35.5%	579	68.0%	20.7%	11.3%	1,483
Physical Health	68.3%	18.4%	13.3%	2,290	47.0%	44.5%	8.5%	1,241
Mental Health	50.9%	28.9%	20.2%	3,932	45.0%	11.0%	44.0%	322
Attitudes	47.6%	20.4%	32.0%	1,758	59.5%	19.5%	21.0%	4,665
Behavioral Change	65.4%	--	34.6%	274	48.0%	19.5%	32.5%	2,536
Cultural Enrichment	67.6%	25.4%	7.0%	374	41.0%	26.5%	32.5%	991
Basic Skills	45.2%	30.1%	24.7%	1,490				

Chart 7 presents a tabulation of student achievement for the three major performance objectives reported by each Title I project in the sample (exclusive of Portland), comparing achievement in FY 1972, 1973, 1974, and 1975. "N" refers to the number of students involved in reaching the performance objectives and is not an unduplicated count since many children are counted in more than one performance area. High, average, and low refer to student success levels on objectives.

CHART 8

Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives

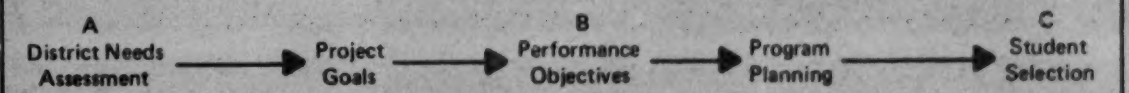
Summer Term

	FY 1975				FY 1974			
Objective Area	High	Average	Low	N	High	Average	Low	N
Reading	53.0%	26.0%	21.0%	4,448	66.0%	13.0%	21.0%	4,146
Language Arts	84.0%	2.0%	14.0%	366	71.0%	12.0%	17.0%	546
Mathematics	55.0%	19.0%	26.0%	1,780	45.0%	30.0%	25.0%	1,326
Physical Health	--	--	--	0	None reported in Sample			
Mental Health	83.0%	9.0%	8.0%	452	None reported in Sample			
Attitudes	58.0%	22.0%	20.0%	180	78.0%	7.0%	15.0%	624
Behavioral Change	97.0%	--	3.0%	204	None reported in Sample			
Cultural Enrichment	82.0%	10.0%	8.0%	468	89.0%	5.0%	6.0%	526
Basic Skills	56.0%	20.0%	24.0%	1,348	66.0%	16.0%	18.0%	450
Career Prep	67.0%	--	33.0%	12				

	FY 1973				FY 1972			
Objective Area	High	Average	Low	N	High	Average	Low	N
Reading	68.4%	14.0%	17.6%	4,450	55.4%	8.5%	26.1%	4,563
Language Arts	62.4%	12.0%	25.6%	966	55.6%	21.6%	22.8%	1,690
Mathematics	80.0%	--	20.0%	158	59.3%	21.3%	19.4%	1,321
Physical Health	74.2%	14.7%	11.1%	592	65.5%	14.0%	20.5%	378
Mental Health	52.1%	8.1%	39.8%	1,242				
Attitudes	92.9%	7.1%	--	111	74.2%	10.6%	15.2%	784
Behavioral Change	86.2%	9.2%	4.6%	287				
Cultural Enrichment	--	--	--	--	57.5%	26.5%	16.0%	1,141
Basic Skills	78.0%	17.1%	4.9%	216				

Chart 8 presents a tabulation of student achievement for the three major performance objectives reported by each Title I project in the sample (exclusive of Portland), comparing achievement in FY 1972, 1973, 1974, and 1975. "N" refers to the number of students involved in reaching the performance objectives and is not an unduplicated count since many children are counted in more than one performance area. High, average, and low refer to student success levels on objectives.

CHART 9 Areas of Concern Regarding Performance Objectives



by district personnel following an assessment of the district's educationally disadvantaged students and the selection of project participants. In the final project evaluation, districts report the number of children who accomplished these objectives as specified success levels: (1) high (100% success); (2) average (75-99% success); and (3) low (less than 75% success). The attainment of student performance objectives for Title I projects is presented in Chart 7, and the data is interpreted as follows:

1. Difficulties in Establishing Consistent Data on Performance Objectives.

Previous editions of the *Oregon Title I Annual Evaluation Report* (FY '74, '73, '72) have cited the difficulties in reporting data on performance objectives as follows:

> Establishing consistent performance objectives that allow for statewide generalizations about Title I projects has proved difficult because: (a) districts may assess their needs in various ways, and sometimes performance objectives stated in the project proposal are inconsistent with the needs assessment; (b) the terminology used for performance objectives may vary among individual districts, making it difficult to categorize and tabulate similar results; and (c) participants are sometimes selected for reasons that are inconsistent with the assessed needs and performance objectives of the project.

Thus, the areas of chief concern were those referred to in Chart 9.

The identified problem areas have been the subject of study by the state Title I office and two subcommittees of the State Title I Advisory Committee. The Title I Needs Assessment Subcommittee is now in its third year of work on the needs assessment process and is now concerned with student selection as well as the needs assessment process. The State Title I Evaluation Subcommittee is currently studying project goals and performance objectives. The earlier identified problem areas are still problem areas, but not to the extent previously cited. Problems and progress will be discussed in the following three paragraphs.

> Informal discussion with Title I personnel across the state has revealed conflicting and/or diverse interpretations of the "needs assessment" requirement for Title I projects. Some districts contract with educational research organizations for their needs assessment, often resulting in sophisticated assessments of needs in specific skill areas; other districts may adopt national or state determinations of need, whether or not they pertain to the local district; still other districts may determine educational needs by consulting various sources—the judgment of teachers and administrators, achievement test scores, report card marks, and parental observations and judgments. During 1973-74, HEW auditors questioned the needs assessments of two Oregon districts with Title I reading programs, because their achievement test scores were lower in math than in reading. Similar questions might be asked in other districts.

A delineation of the needs assessment process has been the chief concern of the State Title I Needs Assessment Subcommittee which began its third year of operation in September of 1975. Composed of school district Title I people, the committee produced a needs assessment handbook which they presented at the Spring FY 75 Title I Workshops held in five regions of the state.

The needs assessment handbook contains a definition of a Title I needs assessment, a chart showing needs assessment as a part of the Title I project cycle, and a selection of instruments which may be used to collect information on student needs. Use of the handbook by districts is a matter of choice, however a needs assessment is required by each district prior to planning and applying for a Title I projects. The handbook was designed as a resource to help implement project requirements.

A survey of districts in relation to their use of the handbook (see appendix) revealed there is indeed more emphasis on the needs assessment process, and more attention to results of needs assessments in Title I project planning.

> In order to analyze the attainment of student performance objectives on a statewide basis, the objectives for each district must be classified into activity categories. Because of inconsistency in the stating of performance objectives among districts, this is a difficult task. Some districts use overlapping terms in stating objectives. For example, "comprehension" is often a part of each of the district's objectives and is particularly repeated in reading projects.
>
> The categories established for performance objectives may also vary between districts. For instance, basic reading skills may be variously labeled as communication skills, basic skills, language arts, and/or reading. Many districts, recognizing the interrelationship of the cognitive, affective and psychomotor domains in the learning process, wrote performance objectives which attend to all three areas. Achievement measurement in the affective area poses a difficult problem, however.

The problems of (1) clear performance objectives, and (2) establishment of reporting categories which minimize the problems of overlapping terms and aid toward clear description of what happened to children in Title I projects, have been tackled by both the State Title I Evaluation Subcommittee and the state Title I office.

The State Title I Evaluation Subcommittee, meeting since June 1975, has come to grips with the issues and plans to provide statewide assistance at the FY 76 Spring Title I Workshops.

The state Title I office concentrated efforts on screening performance objectives as they processed FY 75 Title I project applications. School district cooperation and application process screening resulted in improved clarity to the extent that for the first time project performance objectives could be tabulated at content levels more precise than the general reading, arithmetic, language arts, etc., levels.

CHART 10

PERCENT OF STUDENTS IN SPECIFIC INSTRUCTIONAL AREAS DETAILED BY DISTRICT WRITTEN PERFORMANCE OBJECTIVES

READING	N	% of Students
Word Attack	305	3.6%
Vocabulary	1,411	16.9%
Comprehension and Analysis	2,113	25.3%
Rate	107	1.2%
Oral	193	2.3%
Developmental	50	.6%
Remedial	190	2.2%
General	3,964	47.5%
58 Districts	8,333	100.0%

ATTITUDES		
Cooperation	29	3.0%
Parental Attitude towards School	103	9.0%
Attitude toward Learning	125	10.0%
Attitude toward School	781	65.0%
General-Positive	155	13.0%
12 Districts	1,193	100.0%

BASIC SKILLS		
Reading	1,216	38.0%
Language Arts	145	4.0%
Math	1,084	34.0%
Readiness	98	3.0%
General	696	21.0%
27 Districts	3,239	100.0%

LANGUAGE ARTS		
Writing (grammar) English	88	15.0%
Oral Language Speech	149	25.0%
Spelling	120	20.0%
General	234	40.0%
7 Districts	591	100.0%

MENTAL HEALTH	N	% of Students
Self Concept	760	45.0%
Coping (Problem Solving, Decision-making)	371	22.0%
Communication	23	1.0%
Maturity	98	6.0%
General	444	26.0%
16 Districts	1,696	100.0%

MATH		
Operations Addition, etc.	119	13.0%
Problem solving	61	7.0%
General	713	80.0%
14 Districts	893	100.0%

BEHAVIOR CHANGE		
Controlled Behavior	86	36.0%
Attendance	112	47.0%
General	39	17.0%
4 Districts	237	100.0%

PHYSICAL HEALTH		
Personal Care	81	22.0%
General	289	78.0%
6 Districts	370	100.0%

CULTURAL ENRICHMENT		
Exposure (field trips art, museum, geography, etc.)	76	100.0%
4 Districts	76	100.0%

CAREER PREPARATION		
1 District	82	100.0%

In some instances the selection of children to participate in the project was not valid and tended to skew the data. Children whose pretest scores failed to indicate disadvantage in the subject area were included in the project anyway. An intensive follow-up by the State Title I Office revealed that children often were selected for the project because of some other need. These districts have been reminded to set performance objectives for need; however, they cite the difficulty in finding assessment instruments in the areas of actual need. For instance, several reading projects are primarily concerned with improving student self-concept and/or attitudes, but project personnel felt instruments measuring self-concept and attitudes were not valid. Other areas of student need assessed by the districts were parent response and/or support for the school program, and interpersonal student skills. Districts appeared to feel that although their objectives are valid, the available measurement instruments in these areas are not valid; often they measure achievement in an academic area rather than the assessed need.

2. Interpretation of the Data, Chart 6.

Performance objectives for all Title I projects are classified by type in Chart 7 and 8. The classification system for performance objectives was suggested by the newly adopted minimum graduation requirements and the hierarchy of educational objectives presented in Chart 5. Further information on categories for performance objectives and components of instructional programs may be found in Appendix III (A Taxonomy of Oregon Basic Education).

Reading appears to be the assessed educational need of most educationally disadvantaged students in Oregon. Improvement of reading skills is an aim of 252 separate projects, involving more than 26,000 students. Two language arts projects are bilingual for Spanish and Russian-speaking children.

Charts 7 and 8 show the percentage of students achieving high, average and low success levels on district performance objectives for both regular and summer terms in FY 1975, and the three previous years. For FY 1975, districts report that the majority of students achieved at the high (100%) success level. FY 1975 summer term projects reported a range of 53 to 97% of the students at the high success level. In regular term projects, 10 to 83% of the students attained the 100% level, a range somewhat lower than for summer projects. Performance objectives for one area, that of physical health, was not represented in the FY 1975 summer sample.

Attainment at the high success level by a majority of Title I students may appear to be an incredible performance for disadvantaged students. However, if project people are really attuned to student needs and have set realistic objectives for student performance, it is quite conceivable that students will, and should, perform at a high success level. Individual district reports varied in their determinations of student success and in many instances commented on whether or not the performance objectives were realistic. Often these comments related to the need for setting more astute performance objectives.

The high success level of students on performance objectives may have yet another explanation. That of appropriate student selection. Earlier reference to student selection indicated "children whose pretext scores failed to indicate disadvantage in the subject area were included in the project anyway."

A randomly selected subsample of 13 districts revealed that in every district at least one child with grade level or above test scores was placed in the Title I project. Frequently the incidence was more than one child and one district had as many 45 children in the Title I project whose tests scores placed them at grade level or above. The 14 district summer subsample data is of particular concern.

STUDENTS SELECTED FOR TITLE I CLASSES

TESTS	N	GRADE LEVEL and ABOVE	PERCENT	
Gates MacGinitie Reading Test	722	75	10%	
Stanford Reading Diagnostic Test	234	10	4%	
Stanford Achievement Test—Math	99	2	2%	
Wide Range Achievement Test—Math Summer	174	4	2%	13 district subsample
Gates MacGinities Reading Test	190	61	32%	
Metropolitan Achievement Test	270	23	8%	14 district subsample

Results from these subsamples *cannot* be generalized to the state as a whole without more information and an in-depth analysis. The information is presented here to attempt to place in perspective success levels on performance objectives.

It is also noted here that Title I requires student selection criteria, which preferably contains more than one criteria for selection of Title I eligible children. Other criteria often include, more than one test, teacher judgments, observational data, student and parent requests for help, etc. These items were not available for compilation.

Also, test data for various reasons is not always indicative of student classroom performance levels, which are largely the basis for teacher judgment.

This data has been discussed in somewhat greater detail than the data warrants because it is integral with compliance of Title I regulations.

The greater percentage of student success in summer than in regular term projects may relate to a number of variables. During 1975, as in 1973 and 1974, summer term enrollment was less than one-fourth of regular term enrollment, providing a smaller population from which to draw the sample; however, the stratified random sample from which data has been drawn should control for this. An analysis of summer project

reports and informal discussions with teachers suggest that summer programs may be more flexible and diverse, and are met with greater enthusiasm by teachers. Summer programs appear to be integrated around several needs of students; regular term programs may be more fragmented because of the confines of class scheduling.

A number of summer programs made use of varied environments, scheduling classes at camp sites, relating field trips to core topics, and generally providing a more informal atmosphere. Summer classes were generally smaller, with a lower student-teacher ratio.

Chart 10 details content areas and subheadings specified in the district written performance objectives. For instance, components of reading were identified in the skill areas of word attack, vocabulary, comprehension and analysis, rate, and oral, were further designated by type of program, developmental or remedial. The category "general" was used when the objective referred to general reading or was more global in its mention of reading.

Tabulation of student achievement in the subheadings was not attempted since identification of tests used often did not specify whether the test scores used referred to skill areas such as word attack, or were the overall test scores.

The descriptors used in the chart are the ones used most often in the district written performance objectives and are categorized as nearly as possible as outlined in the Taxonomy of Oregon Basic Education. (See Appendix III.)

C. Student Achievement in Academic and Affective Areas.

The success of individual students in Title I projects is measured by standardized instruments, achievement tests, and subject matter tests selected by districts as appropriate measures of student growth in relation to student performance objectives written by district personnel. In their final evaluations, districts report pretest, post-test, and gain scores for each student; these scores validate district reports of student success levels on performance objectives.

Achievement data has been collected from a subsample of the sample, since the entire sample had too diverse a collection of tests and methods of reporting scores to make compilation feasible. Analysis of student achievement data has been limited to sample representation of the range of grade level gain scores reported in the subsample; there is no attempt to draw general conclusions or predict student scores beyond the subsample. There is no statistical analysis of the data due to the inconsistencies and limitations cited earlier. Achievement scores for Portland projects are compiled separately.

The validity of achievement scores for statewide reporting is limited because Oregon does not have a uniform testing program which would produce comparable data. On the other hand, a state-adopted testing program might not be sufficiently versatile to measure the diverse areas specified in district performance objectives. Other factors which limit the use of achievement data follow:

1. Many types of tests are used: 77 different achievement tests were used for the 74 regular term projects in the sample, and 32 different tests for the 43 summer projects (including Portland).
2. Some schools use different pre- and post-tests.
3. Some schools fail to administer an achievement test.
4. Test data may be reported incorrectly.
5. Testing cycle dates often don't coincide with the project cycle.

Achievement test gain scores for both regular and summer terms are represented on interquartile graphs, Charts 11, 12, and 13. Interquartile graphs illustrate gain scores of the middle 50 percent of the children in ths subsample. This approach eliminates the extreme cases at either the high or low ends of the achievement scale, focusing on the median range of scores. Scores for the interquartile graphs are derived from the Gates-MacGinitie Reading Test, the Metropolitan Achievement Test, the Stanford Reading Diagnostic Test, the Stanford Achievement Test for Arithmetic, and the Wide Range Achievement Test for Arithmetic and are compiled according to two factors:

1. Grade levels (primary, intermediate, upper, and high).
2. School estimate of student learning potential (low, average, or high).

Achievement Tests Used in the Regular Term Sample of FY 74 Projects, Listed by Frequency of Use
Gates MacGinitie Reading Test
Metropolitan Readiness Test
Stanford Reading Diagnostic Test
Stanford Achievement Test
Informal Reading Inventory
Wide Range Achievement Test
Botel Word Recognition
SRA Assessment Survey
Metropolitan Achievement Test
Iowa Test of Basic Skills

Regular School Year

The interquartile graphs (Chart 11) show that gain scores on the Gates-MacGinitie Reading Test ranged from 3 months to 2.6 years. In most instances children tended to perform in relation to their predicted potential; however, children in primary and upper grades with average and high average potential reflected the same gains in the upper quartile.

The lowest median scores plotted on the interquartile graphs reflecting Gates-MacGinitie Reading

Test scores indicate .9 as grade level gain scores which can be computed using a 9 month school year as 1 month grade level gain for 1 month of instruction. The range of median scores is .9 to 1.9 grade level.

Using .9 or the lowest median to assign a level of gain provides for a very conservative statement of gain—grade level gain appears to be 1 month gain per 1 month of instruction.

The lowest median scores on the Stanford Reading Diagnostic test are .5 and .7 months gain. Though gain scores range .5 to 3.0 years, using the above method of assigning gain, students appear to gain about 1/2 month per month of instruction.

Small subsamples of math gain scores (Chart 12) compiled in FY 1975 for the first time, range from 1.0 to 3.1 grade levels. The lowest median gain scores, 1.0

LEA Projects—Portland Excluded

CHART 11

Interquartile* Ranges of Test Scores for Students Identified as Having Low, Average and High Learning Potentials, Regular Term

*Middle 50% of Title I students tested.

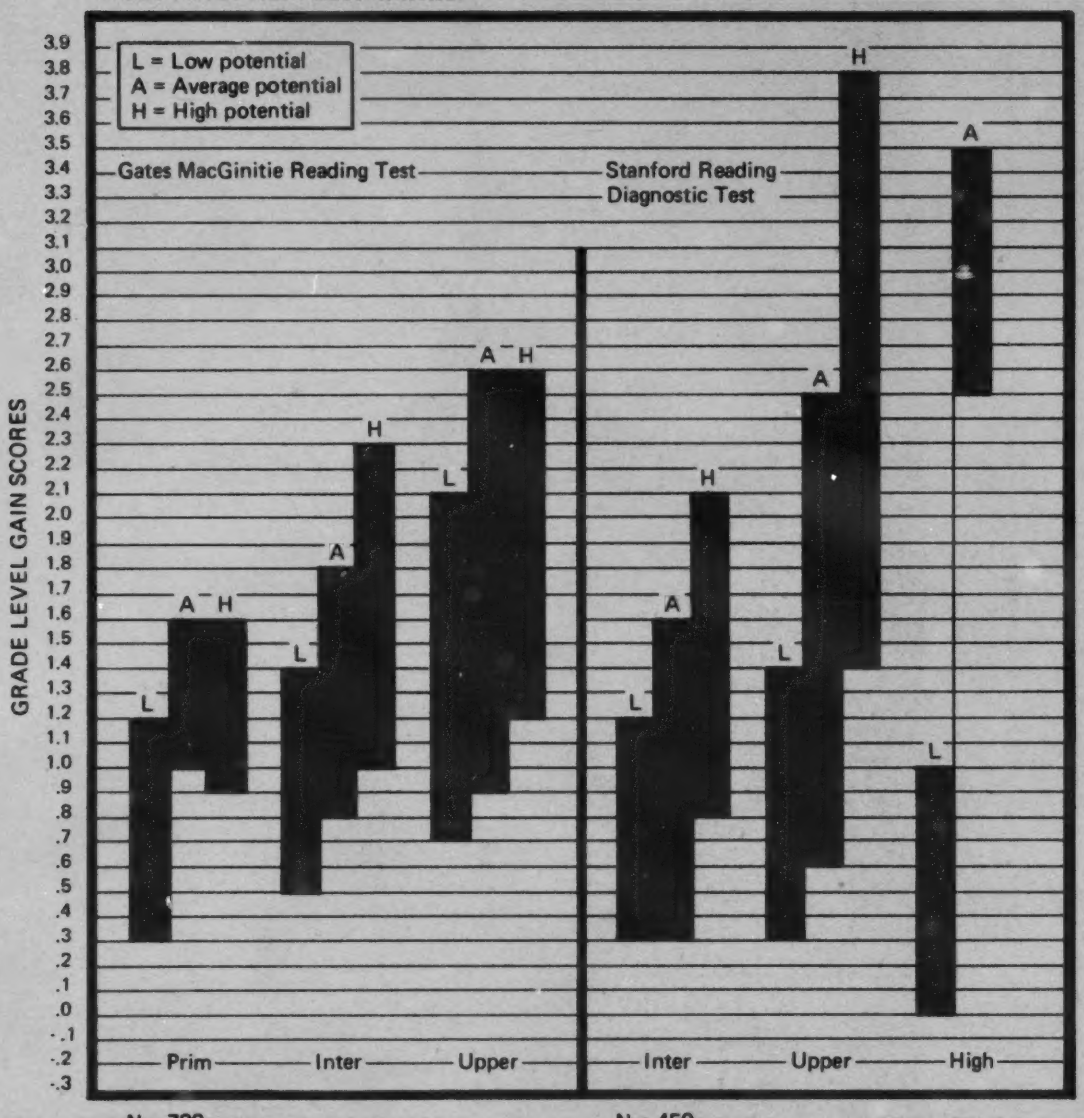
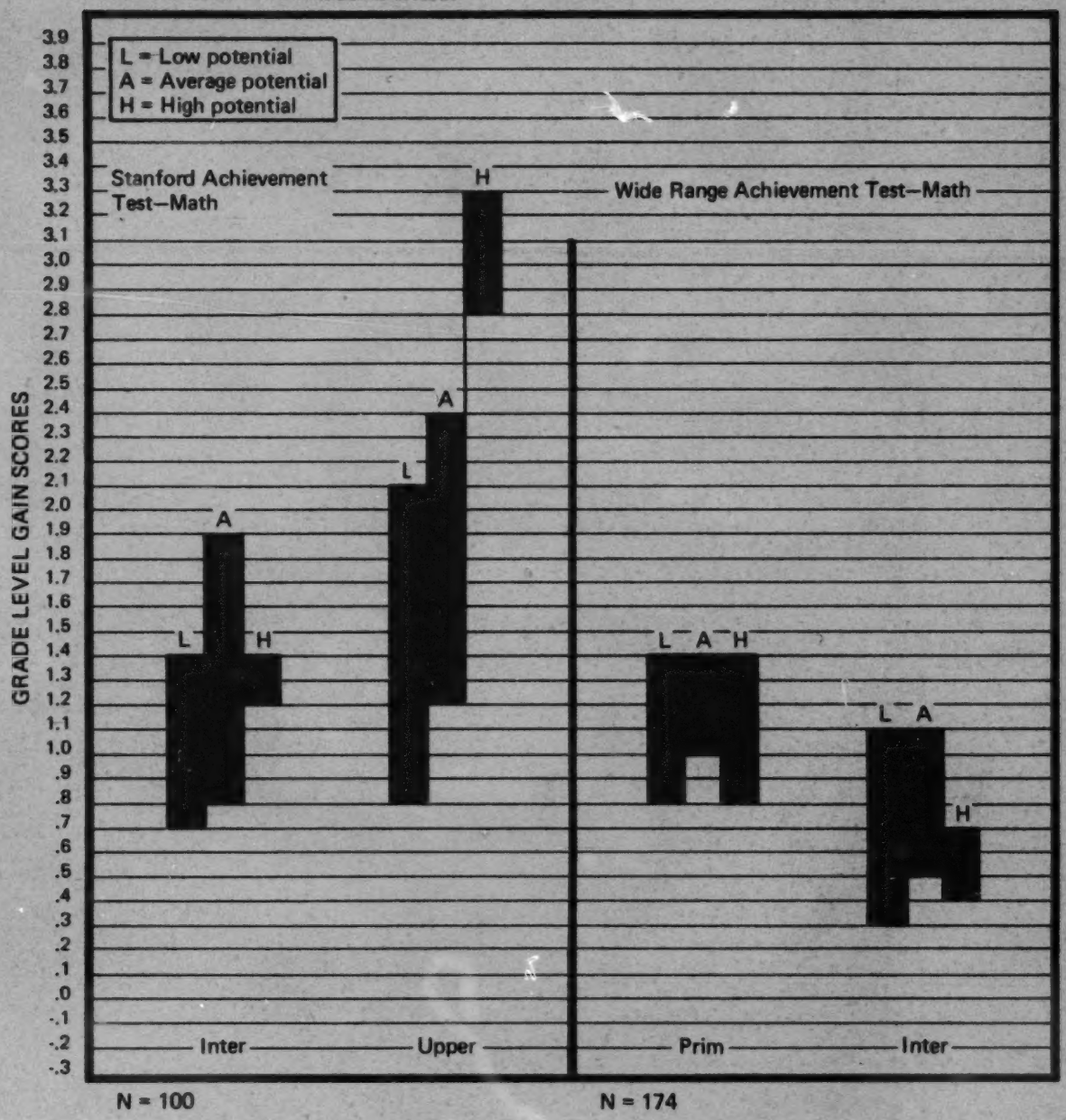


CHART 12

Interquartile* Ranges of Test Scores for Students Identified as Having Low, Average and High Learning Potentials, Regular Term

*Middle 50% of Title I students tested.



to 1.1 grade levels would indicate at least 1 month gain for 1 month of instruction.

Wide Range Achievement Test Math scores are represented on the interquartile graphs with .6 and .7 months grade level gain as the lowest median gain. This level of gain would again suggest a little more than 1/2 month's gain per month of math instruction.

Summer School Year

The interquartile graph for summer term (Chart 13) shows smaller ranges of student gain scores than the regular term graph. Summer projects usually run from two to eight weeks, while regular term programs run from 18 to 36 weeks and for shorter daily instruction periods.

Achievement gains in Gates MacGinitie Reading Test scores ranged from .1 (one month's loss) to a gain of 1.9 years. The two lowest median scores indicate .1 to .2 month's reading gain for primary and intermediate students while upper grade student median scores ranged from 1.3 to 1.8 gain. The most conservative gain score could be viewed as 1 month gain per 1 month instruction. However, upper grade students could be said to have recorded as much as a 1 year gain per month of instruction. The scores are not at all consistent with the low, average, and high potential designations.

Measurement of student gain in summer projects is difficult since measurement instruments are usually designed to measure a full school year and are not considered valid for short term projects.

Metropolitan Achievement Test gain scores ranged from -2 to 9 months. The ranges are similar in all grade level groups with the lowest range in the primary group. Test scores are in no instance consistent with low, average and higher potential designations.

2. Portland Achievement Data.

Portland Public Schools has decentralized to the extent that it has three administrative districts or areas. Each of the three areas write, operate, and evaluate their own Title I project during the regular school year and in the summer months.

Projects in all three areas follow Title I guidelines and usually focus on the basic skills of reading, math and language arts. However, instruction, testing and methods of analysis for evaluation vary in the three areas, much the same way school districts across the state vary one from another.

Project evaluators in Portland Areas I, II and III are in many instances attempting to improve evaluation techniques to better measure growth of Title I children and have developed evaluation designs which produce data that are not easily collected into one set of scores, etc. The data is summarized separately by area and should be read with the following information in mind:

- Area I data is reported in grade level scores with weighted means. Data is collected and analyzed in accordance with their philosophy of functional level testing.
- Area II for the third year has collected and analyzed data pertaining to student growth and predicted student performance. Chart 16 relates the results of this analysis.
- The Area III report compared student achievement results on two different testing cycles, Fall 1974-Spring 1975, and Spring 1974-Spring 1975.

A. Area I

Regular School Year

Average reading gain scores range from .5 to .9 grade equivalent years per school year of instruction, possibly 1/2 to 1 month student grade level gain per 1 month instruction.

Math average gain scores range from .4 to .6 grade level gains while Language Arts gain scores range from .6 to .7 grade level gains, both sets of scores indicating less than 1 month gain per month of instruction.

Summer School

Average gain scores in reading and math indicate the programs met and exceeded their performance objectives. Grades 9-12 recorded grade equivalent year gains of 1.07 and 1.11 in reading and math respectively.

Conclusions from evaluation data cited by Area I evaluators appear to offer valuable information for future Title I program planning:

> Over the past three years, the Area I average gain in reading for this age group (grades 1 and 2) has been .5 years. Several teachers in Title I programs have pointed out their subjective observations that Title I students tend not to "take hold" of special programs before grade three. On the basis of the consistency of the measured growth pattern over the last three years and teacher observations, it appears that the Area should reassess its objective for Title I students in the first and second grades.

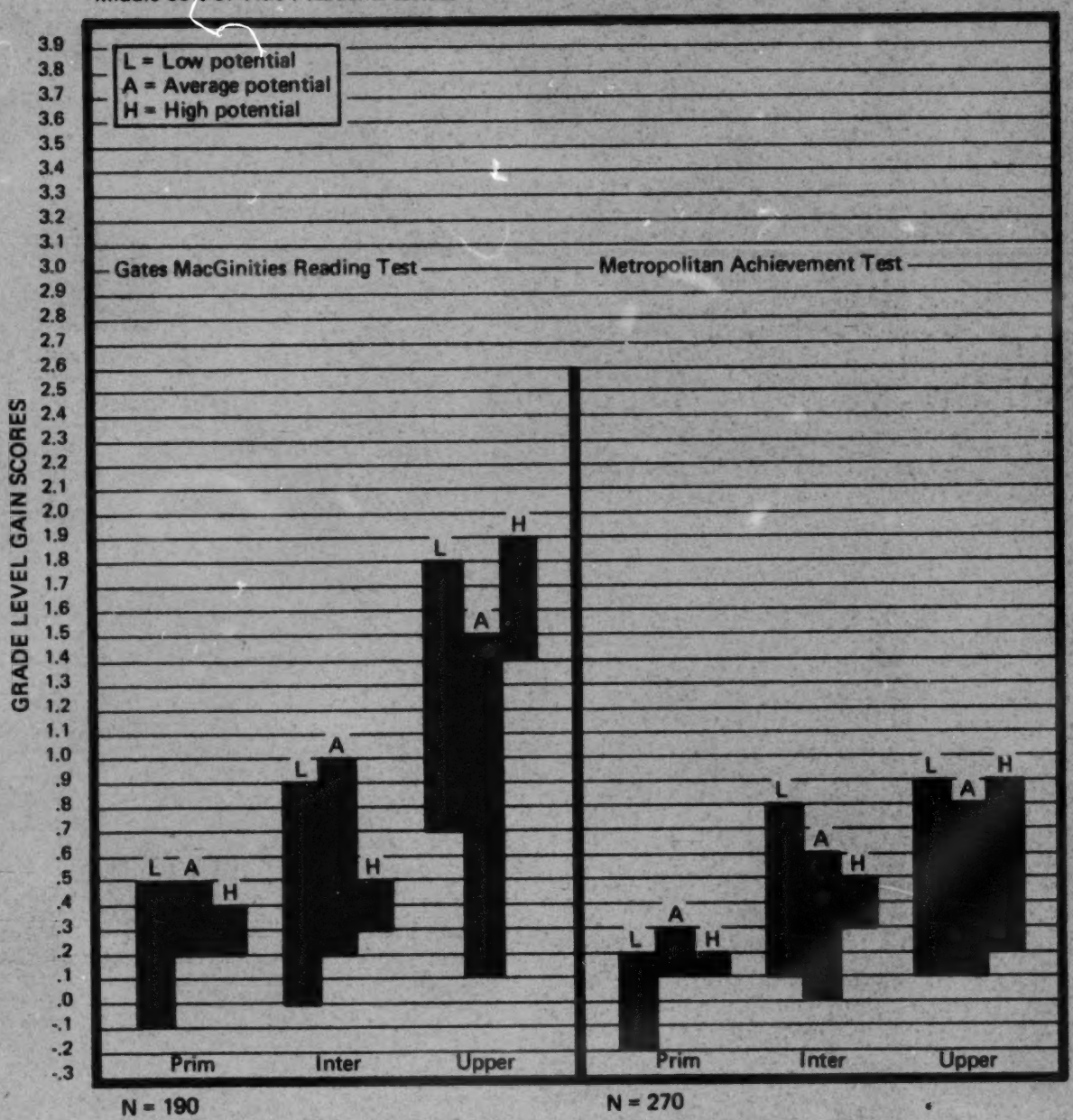
> Test results suggest that arithmetic programs in most Title I schools (grades 3-8) need to be reassessed and improved. The greatest proportion of Title I resources has been directed toward reading programs. Consideration might be given to shifting this balance insofar as possible without threatening the success of existing reading programs.
>
> Achievement test results suggest that programs (grades 9-12) teaching language arts skills should receive greater emphasis if objectives are to be approached more closely.
>
> Results suggest that additional resources might be allocated to arithmetic programs in order to move them closer to their objectives.*

*Holmes, Dr. James N., Mary L. Hoefer and Alice L. Young. *Area I Disadvantaged Child Evaluation Report, 1974-75, ESEA, Title I,* Portland, OR: School District No. 1, 1975.

CHART 13

Interquartile* Ranges of Test Scores for Students Identified as Having Low, Average and High Learning Potentials, Summer Term

*Middle 50% of Title I students tested.



N = Number of students tested

CHART 14

Number of Students Achieving High, Average, and Low Success Levels on Performance Objectives, Portland Area I

	Reading				Mathematics			
Grades	Hi.	Av.	Low	N	Hi.	Av.	Low	N
1 and 2	52	35	87	174	–	–	–	–
3-8	449	83	303	835	359	107	343	809
9-12	126	29	142	297	66	23	186	275

B. Area II

Regular School Year

Portland Area II data is best reported by using the summary text and chart from their Title I evaluation reports.

"Objectives dealing with reading and arithmetic performance of elementary grade Title I students were met by the majority of participants in the evaluation. One hundred and sixty-seven out of a total of 630 participants were below one error of estimate below prediction meaning that approximately 74% of the participants in the evaluation met the objectives. In both reading and math, Title I students showed a consistent pattern which is in agreement with the major thrust of the Title I project and which is somewhat at variance with a number of precedents from other Metropolitan areas. On the average students in grades 3 and 5 performed somewhat below prediction while students in grade 7 showed performance which was virtually identical with prediction. In reading, a substantial Mean discrepancy occurs at grades 3 and 5, and there is a slightly positive discrepancy at grade 7. In mathematics the discrepancies are similar, with a negative discrepancy at grades 3 and 5 and a very small negative discrepancy at grade 7. The reason for this lessening of the initial deficit from lower to upper grades is not perfectly understood, but a number of interesting hypothesis can be advanced. Most likely would be the disadvantaged children arrive at school with a substantial deficit in the development of communication and quantitative skills. As the student progresses from year to year in school, if he or she is growing at the population rate, we would expect this initial deficit to remain constant and perhaps even to increase (as has been found in many cities). The fact that upper grade achievement test scores for students in District 1 of the Portland Public Schools have been decreasing yearly for the past several years may be evidence in favor of this hypothesis. The fact that this initial deficit has not remained constant, but lessens to the point where it eventually becomes almost negligible for Title I students as they approach grade 7, is one reason to suspect that the Title I program may be having an effect upon this group of students. It is necessary to keep in mind that we are talking here about performance with the respect to level of performance which can be logically expected in terms of the school ability the child demonstrates. This does not mean that the typical disadvantaged child can be expected to perform at the average level of the total population or on a par with the average child from Area II. What the data seems to show is that Title I students' disadvantagement has been eliminated as one of the factors which determines academic performance. By the time the elementary grades are completed, the child's performance relative to the total population seems to be a function of ability rather than ability plus the debilitating effects of disadvantagement."

"In grades 3, 5, and 7 it can be justifiably stated that Title I goals have generally been met. There are two factors leading to this conclusion. In the first place, a great majority of Title I students (74%) do fall within or above the expected range. Even though the average performance of Area II Title I children shows a negative departure from expectation at grades 3 and 5, the average performance of 7th graders is virtually identical with prediction."[8]

Summer School

Five public and two parochial schools in Area II participated in the summer school program for 1975. Three of the public elementary schools shared responsibility for instruction with one taking all students in grades 6-8 and the other two taking all students from preschool through grade 5. Heavy emphasis in all summer school programs was placed upon individualization in instructional activities with programs operating for approximately four to six weeks. Within the

[8] Forbes, Dean W. and Charles Schwenk. *Area II Disadvantaged Child Evaluation Report, 1974-75, ESEA, Title I,* Portland, OR: School District No. 1, 1975.

one high school, emphasis was also placed on high school orientation and orientation to the world of work. Most of the schools also planned field trips which related in some way to the instructional activities within the summer schools.

At the elementary level, the general project goals included: (1) improvement in performance in reading comprehension, decoding and vocabulary; and (2) math as measured by standardized tests and/or criterion referenced measures.

At the secondary level, the general project goals related to math and reading included: (1) demonstrating improved performance in reading and communication skills; and (2) math skills related to pursuing a career. Through participation in a four-week career awareness program project participants should strengthen their knowledge of careers in the world of work. Finally, each summer school participant should demonstrate knowledge of speaking, writing, and other communication skills as measured by teacher-prepared criteria.

> In most cases, improvements were made by students in reading which met the objectives set by the schools. Improvements made by students in math met the objectives set by the schools, also. At the high school level, most of the important objectives dealing with reading and math were met by the majority of the students.*

C. Area III

Regular School Year

Area III evaluators have measured student gain in reading and math over two different periods of time or testing cycles, evaluation of their project objective "Project participants in grades 3-8 will attain a standard score in reading equal to that obtained during the previous year."

The data is reproduced here in graphic summary fashion and represent achievement gain scores for students as well as providing information on results of different testing cycles. Refer to charts.

> The objective criterion states that scores will equal those obtained during the previous year. To measure this objective, data were gathered for grades 4, 6 and 8 comparing spring '74 with spring '75. The results seem to indicate slight decline. However, when comparing these with the fall to spring period, it appears as though the decline is experienced over the summer months. Consequently, the fall to spring data are considered as more appropriate measures of what actually happened during the instructional periods.
>
> In conclusion, it can be said that when viewing the standard score mean data for grades 3-8 for the fall to spring time period, the reading objective has been achieved. However, when looking at the spring to spring period the students do less well. The breakdown of achievement by category (increase, same, decrease) also indicates a high degree of success when looking at the fall to spring period.
>
> Conclusions about arithmetic achievement are as follows:
>
> 1. Primary grade students made greater gains than middle and upper grade students.
>
> 2. More students met or exceeded the objective criterion that failed to meet it.**
>
> 3. Summary of Achievement Data.
>
> Achievement scores from the limited subsample of Title I projects show that student grade level gains ranged from approximately 1/2 to 1 month for every month in regular term programs. Summer term programs show 1 month grade level gain for each month of instruction as a conservative gain score with many students recording much greater gain.
>
> There seems to be no consistent pattern within tests or across tests to indicate that children perform according to their estimated ability potential. The regular term Stanford Reading Diagnostic Test records exceptionally large gains for students in the upper grades.

D. Cooperatives

Forty-five school districts merged to form eleven cooperative Title I projects. $174,813 (total) was allocated to these districts. The 356 target children were involved almost entirely in reading objectives, with scattered objectives in the language arts (1), attitudes (1), cultural enrichment (1), basic skills (2), physical health (1), and mental health (1).

E. Year-Round Schools

Four year-round school districts participated in the Title I program in FY 75. These four school districts received $90,663 of the FY 75 Title I allocation. Objectives in reading, math, readiness skills, and self-concept were developed for the 426 students.

F. Projects in Institutions for Neglected and Delinquent Children.

1. Education and Children's Services Division

Title I, ESEA is concerned with helping educationally disadvantaged children succeed in school, nationally and in the State of Oregon. Educationally disadvantaged children are found in school districts, state-funded private agencies, and in state-operated facilities. Some of these children in the public schools and all of them in state-funded or operated facilities are wards of the state. A high proportion of the children who are state wards may be described as educationally dis-

*Bengel, Norman R. and Dean W. Forbes. *Area II Disadvantaged Child Evaluation Report, Summer 1975, ESEA, Title I, Portland OR:* School District No. 1, 1975.

**Virnig, Jerome J. *Area III Disadvantaged Child Evaluation Report, 1974-75, ESEA, Title I, Portland, OR: School District No. 1, 1975.*

CHART 15

Student Achievement Data
Portland Public Schools
Area I

Regular School Year

	Reading			Mathematics			Language Arts		
Grades	Average Grade Level Gains	Number of Students	Test	Average Grade Level Gains	Number of Students	Test	Average Grade Level Gains	Number of Students	Test
1 and 2	.5	174	SRA Mastery	–	–	–	–	–	CTBS
3-8	.8*	836	CTBS	.6	809	CTBS	.7*	823	–
9-12	.9*	297	CTBS	.4	275	CTBS	.6	275	CTBS
		1,306			1,084			1,098	

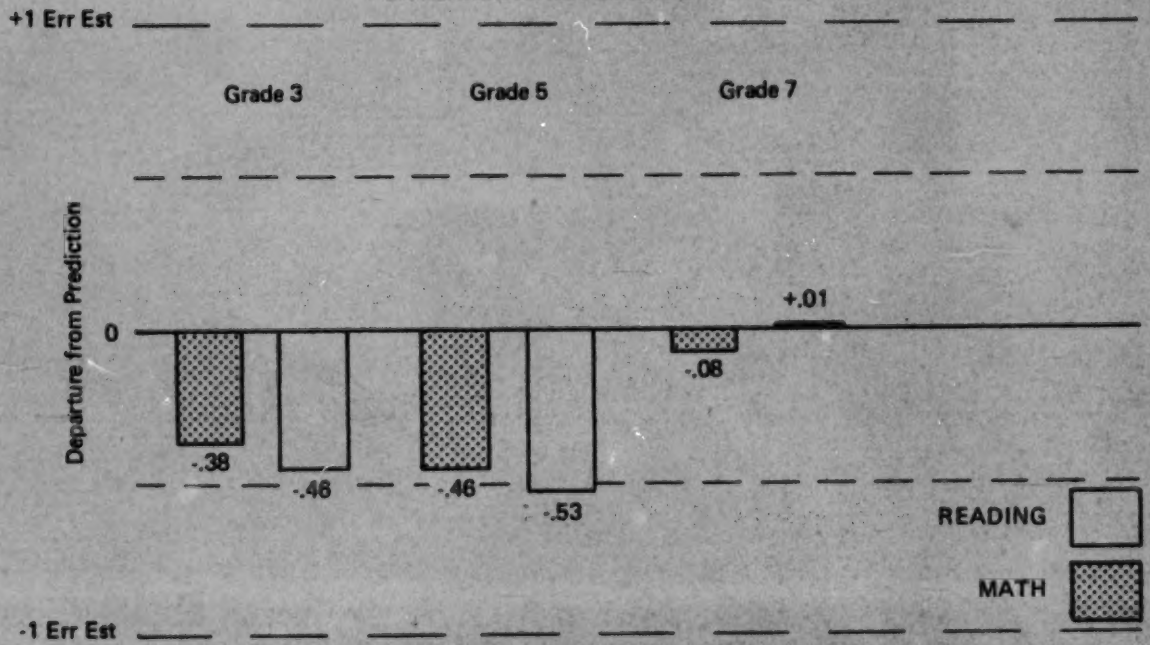
Summer School

	Reading			Mathematics		
Grades	Average Gain (Weighted Means)	Number of Students	Test	Average Gain (Weighted Means)	Number of Students	Test
1-8	.15*	300	Gates MacGinitie	.52*	299	Stanford Achievement
9-12	1.07*	45	Gates MacGinitie	1.11*	44	Stanford Achievement
		345			343	

*Weighted means marked with an asterisk are those cited by Portland Area 1 evaluators as having met or surpassed the stated objectives.

CHART 16

PORTLAND ACHIEVEMENT DATA FOR AREA II



Average Departure of Achievement from Predicated Performance for Grades 3, 5, and 7; percentages of one standard error of estimate.

CHART 17

FALL 1974, SPRING 1975 TESTING CYCLE
M SCORE MEANS FOR READING AND MATH
AREA III, PORTLAND

SUBJECT	GRADES	N	M Scores Fall '74	M Scores Spring '75	CHANGE
Reading	3-8	538	38.6	40.0	+1.4
Math	3-8	559	40.4	41.3	+ .9

PERCENT OF STUDENTS ACHIEVING STANDARD SCORES EQUAL TO THAT OBTAINED THE PREVIOUS YEAR

SUBJECT	GRADES	N	M Scores Fall '74	M Scores Spring '75	CHANGE
Reading	3-8	538	38.6	40.0	+1.4
Math	308	559	40.4	41.3	+ .9

	Grades	N	No. Pre-Post	% Taking Both	Increase N	Increase %	Same N	Same %	Decrease N	Decrease %
Reading	3-8	7-12	123	76	301	55	38	7	206	38
					N 339		% 62*			
Math	3-8	985	576	58	310	54	27	5	239	41
					N 337		% 59*			

*62 percent of the students met the reading objective while 59 percent of the math students met their objective as measured by instructional year, or fall-to-fall testing.

advantaged and are in need of help to succeed in school. Children who are wards of the court are under the jurisdiction of Children's Services Division which acts as legal custodian and legal guardian.

2. Mission of Children's Services Division

"The mission of the Children's Services Division is to administer, coordinate, develop and provide social services for children and their families essential to assure the physical, mental, emotional and social well-being of children while exercising the minimum intervention necessary."*

3. Services for Children Receiving Care "out-of-home" by Children's Services Division.

Many public school children in the State of Oregon do not live in their own homes. Most of these children are wards of the state under the jurisdiction of Children's Services Division of the State of Oregon, Department of Human Resources. These children also receive Title I assistance.

4. Children's Services Division Children Educated in Public Schools.

Children's Services Division purchases several kinds of services for these children. The most widely known care service is "family foster care" where children are temporily placed when conditions exist which makes it impossible for the child to remain in the parents' home. There are also "group foster care," "parole group care" and "independent living" arrangements for children whose needs can best be met by these substitute types of services.

There are over 50 facilities where children live who are adjudicated by the court as neglected or delinquent. These facilities are variously called child care centers, shelter evaluation centers, ranches, camps, etc. Nearly all of the 335 children attend the public school in the school district where the facility is located.

5. Children's Services Division Children Educated in State and Private Agencies.

"Private child caring agencies" are contracted to care for 530 children. The education is provided by local public school districts through contract by Children's Services Division. The "state training schools," Hillcrest and MacLaren, house delinquent children in Oregon who are committed by juvenile court action. The only way children can be placed at Hillcrest or MacLaren is through a court order.

In addition, Children's Services Division contracts for the care and treatment of children who are severely emotionally disturbed. There are six such "treatment centers" in the state with a capacity of 136 children. These younger children are not adjudicated delinquent. The flow chart on page 29 describes the delivery of services to Children's Services Division children and gives the number of children cared for in each type of facility as of October 1975.

6. Title I in Institutions for Neglected and Delinquent Children.

Title I, ESEA provides for the allocation of money to state agencies, private agencies and the smaller facilities which provide care for delinquent children. Regulations governing use of this money are consistent with regulations governing similar expenditures in school districts. Allocations to ranches, child care centers, group homes, evaluation centers, etc., where children are educated in the local school districts, are based on the same per child amount as school district allocations. State operated agencies and state funded private agency allocations are based on a somewhat higher per child figure.

7. Title I Projects in Delinquent Facilities.

Twenty facilities for neglected and delinquent children had Title I projects funded through local school districts with a total allocation of $53,817. Twelve of the grants were $2,500 or less; six were $2,501-$5,000; and two were for over $5,000.

Districts indicated there were 273 students participating in the regular term project and 227 participating in the summer term projects; all of whom were in grades 7-12. The number of participants is distorted, however, by the high turnover in some facilities.

Academic and basic skills taught in these LEA projects were related to practical living situations wherever possible to bring relevance to the subject matter. Eight of the 20 facilities developed objectives relating to career preparation, including exposure to various vocations, awareness of jobs available, salaries, on-the-job routines and paid employment. Objectives in basic skills which were keyed to these practical living situations were: reading, 12 institutions; language arts, 9 institutions; math, 12 institutions; mental health (self-concept), 4 institutions; attitudes (toward school), 4 institutions; and basic skills, 5 institutions. Seven institutions used field trips into the community as a vehicle for encouraging students to develop composition and reading skills as well as for providing cultural awareness and improvement of social behavior.

Two programs, Valade Group Home in Cove, Oregon, and J-Bar-J Ranch in Bend, Oregon, have developed activity-based cognitive curriculums which provide for basic skill learning as a part of a "hands on" activity or project.

Star Gulch Ranch, in cooperation with Medford Public Schools, has installed a computer terminal tied to the Medford School District computer. Star Gulch Ranch students take advantage of several basic skill programs available.

Youth Adventures in Oregon City, has hired a Title I liaison person to coordinate students' educational activities between the school district and the facility helping students to succeed in high school.

*_Children Services Division and Programs_, Dec. 1975, Children's Services Division, Salem, OR.

8. Title I Projects in State Agencies and Private Child Caring Agencies

There are two state agencies, MacLaren and Hillcrest Training Schools, where the state operates the school program. There are nine private child caring agencies who contract with the Children's Services Division for care of children. The education for children in these child caring agencies is contracted by Children's Services Division from local school districts. Children in both the two state agencies and the private child caring agencies live in and are educated at the institution.

The two state institutions and nine state-funded private agencies for neglected and delinquent children indicated a total of 520 participants in FY 1975. These institutions were funded $321,284 for their Title I projects. These projects are supplementary to the main educational program and focus on the children in most need of help. Nearly all institutions and private agencies run year-round projects. Some provide supplementary help only through the summer months.

The program objectives of the institutional projects emphasized behavioral change and the improvement of self-esteem as well as the traditional academic objectives of reading (9 institutions), language arts (5 institutions), and math (9 institutions). Three institutions used home economics classes not only to teach the skills of sewing, meal preparation and planning, but also for identifying possible occupational areas which are related to home economics. Field trips were planned to motels, clothing stores, and home decorating agencies to illustrate the relevance of what was being taught, and to prepare for job opportunities in the retail and food industries. Three other institutions indicated they designed art classes to involve students in a positive classroom situation, which involved psychomotor skills as well as basic education skills. These art classes helped improve the student's attitude toward school and improved attendance. Physical education classes were used by three institutions for development of both gross and fine motor skills and also social interaction skills.

The largest of the state operated agencies, Hillcrest and MacLaren, have their own campus schools and do not contract services from a public school district. Chart 21 details the educational programs available at MacLaren and Hillcrest. Achievement data for these institutions has not been compiled due to the variety of the projects and testing patterns and the small samples resulting.

G. Oregon State Corrections

Three state correctional facilities are allocated Title I funds to serve educationally disadvantaged youth who are under 21 years of age and do not have a high school diploma. Oregon State Correctional Institution (OSCI) with its predominantly "under 21" population receives the major share of the funds, $67,581, while Oregon State Penitentiary and the Oregon Women's Correctional Center, with few people under 21 years of age, receive a much smaller amount, $8,391 and $3,652 respectively.

The Title I program was basically developed at OSCI branching into the State Penitentiary and the Women's Center. Major emphasis during FY 1975 was establishment of a Basic Skills Learning Center and Career Counseling segment utilizing the Career Information System Computer program. Learning Center tutors began working at the State Penitentiary and Women's Center during the FY 1975 summer.

Third party evaluator, Leo Myers, reported the following about the correction's project:

> "The Third Party Evaluator's report covers planning and management activities during Fiscal Year 1975 but it covers instructional activities in detail beginning on March 3, 1975, when the Learning Center commenced operations.
>
> "The First Instructional Objective, 'Develop attainable career goals for each student,' was achieved 100 percent at Oregon State Correctional Institution. Career plans were developed for each of the 343 ESEA eligible students. These are a matter of record and were noted and spot checked by the Evaluator. No records were available that career goals were developed for ESEA eligibles at the Oregon State Penitentiary or the Oregon Women's Correction Center. In interviews, OSCI students told the evaluator they were satisfied with the manner in which they had been counseled in developing career plans and they expressed satisfaction with assistance received in using the Career Information Service and other occupational information materials.
>
> "The Second Instructional Objective, 'Motivate and assist each student to attain his highest level of academic, vocational, social and economic development,' contained three subobjectives that called for specified grade level gains or attainment of a GED or high school diploma. However, the time periods specified (four months to six months) had not yet elapsed by June 30, 1975. Thus, the evaluator could only note that five students had accomplished their goals in shorter time than was stated in the subobjectives and advise the staff to continue to examine the subobjectives relative to students' cognitive achievement in terms of whether the times specified are realistic.
>
> "Relative to instruction, the evaluator made two suggestions:
>
> 1. That Project Staff examine its objective of 'independent learning by the student' for potential incompatibility with Project objectives that call for attainment of specified gains in grade level placement (or attainment of a GED or diploma) in specified periods of time.

CHART 18

SPRING 1974, SPRING 1975 TESTING CYCLE
M SCORE MEANS FOR READING AND MATH
AREA III, PORTLAND

SUBJECT	GRADES	N	M Scores Spring '74	M Scores Spring '75	CHANGE
Reading	4,6,8	167	42.3	40.9	-1.4
Math	4,6,8	162	43.7	42.1	-1.6

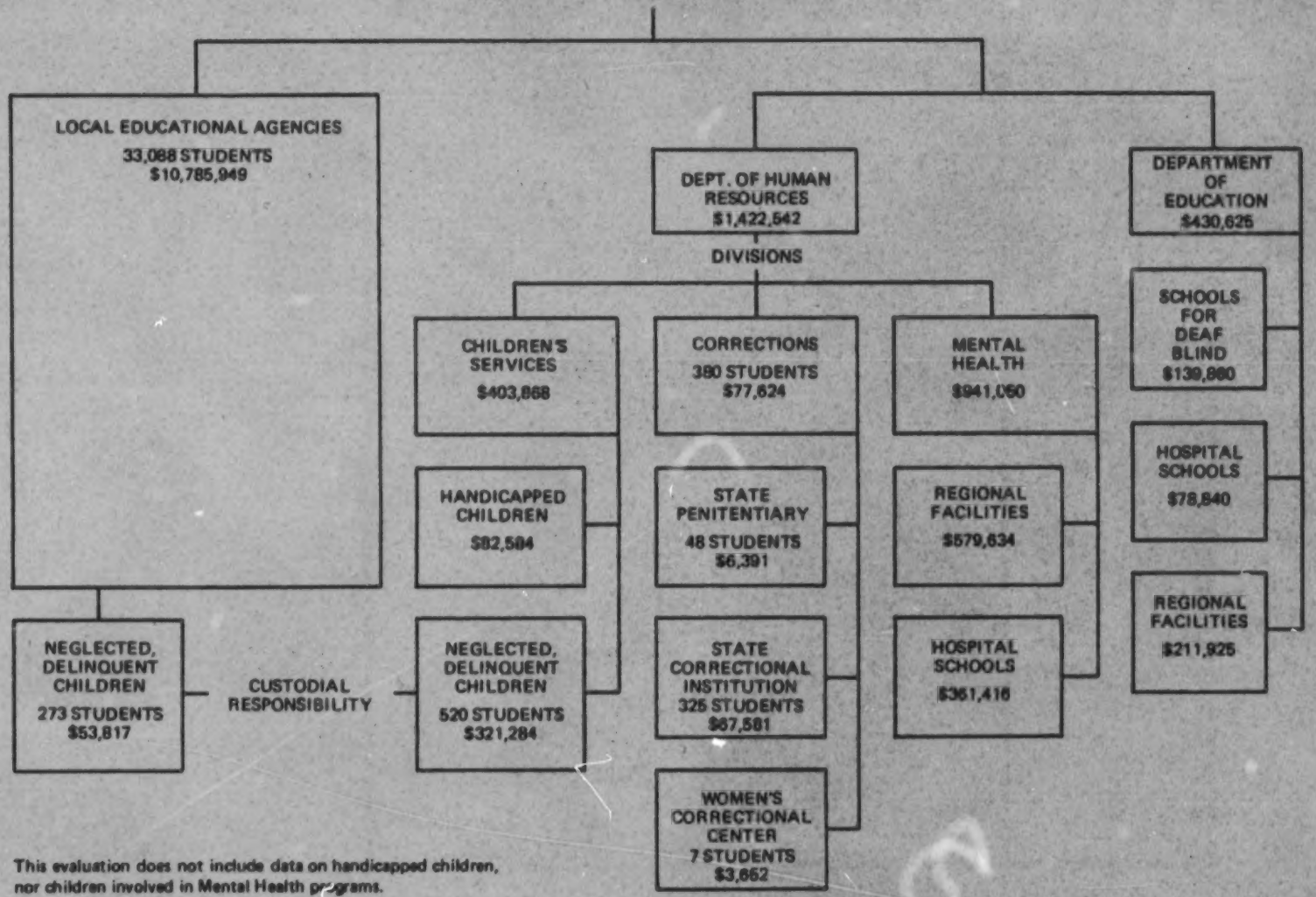
PERCENT OF STUDENTS ACHIEVING STANDARD SCORES EQUAL TO THAT OBTAINED THE PREVIOUS YEAR

Subject	Grades	N	No. Pre-Post	% Taking Both	Increase N	Increase %	Same N	Same %	Decrease N	Decrease %
Reading	3-8	313	193	62	61	32	16	8	116	60
					N 77		% 40*			
Math	4,6,8	355	162	46	54	33	14	9	94	58
					N 68		% 42*			

*40 percent of the students met the reading objective while 42 percent of the math students met their objective as measured on the spring-spring testing cycle.

CHART 19

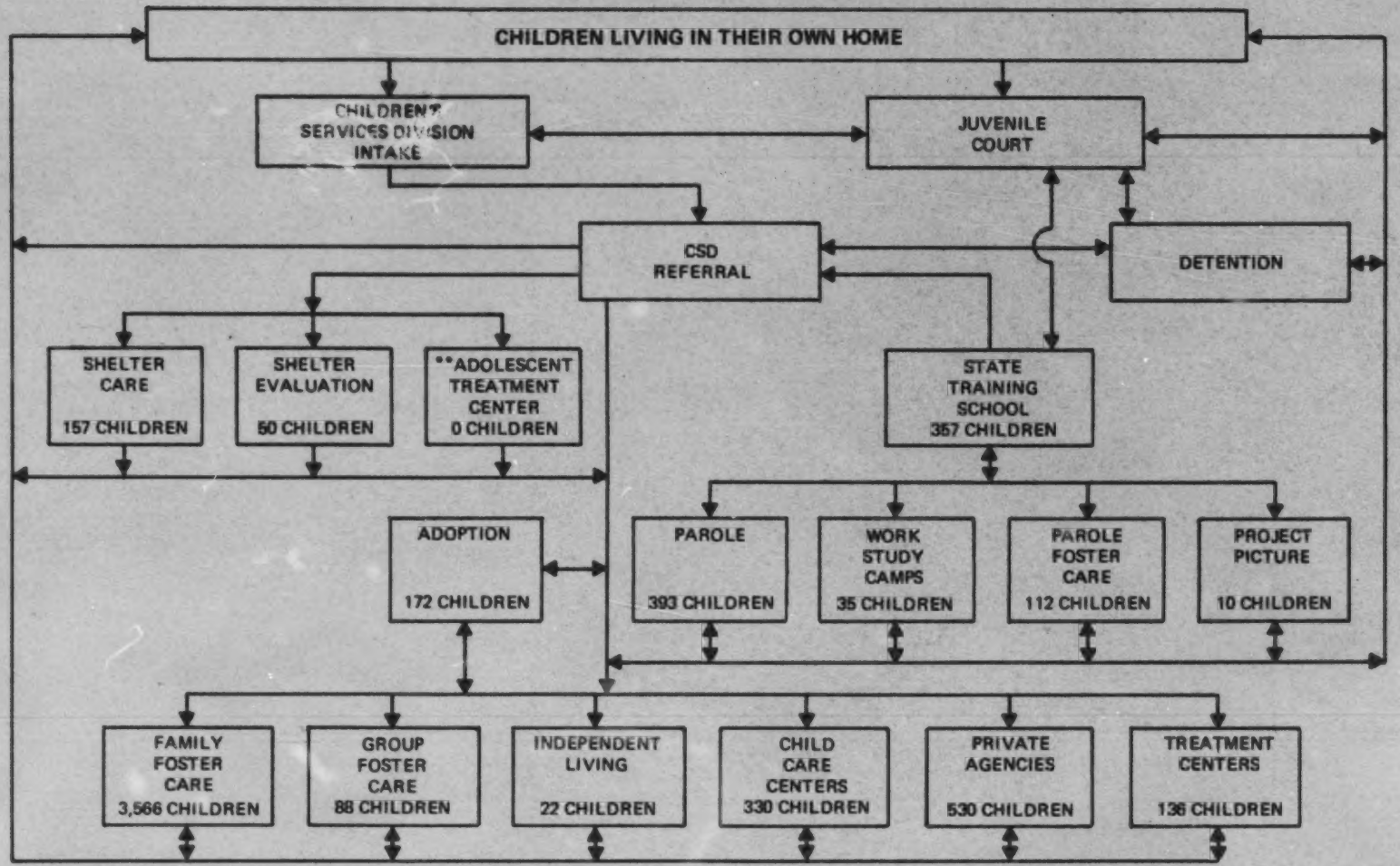
TOTAL OREGON TITLE I FUNDS EXPENDED IN FY 1975
OREGON DEPARTMENT OF EDUCATION



This evaluation does not include data on handicapped children, nor children involved in Mental Health programs.

CHART 20

CSD* "OUT OF HOME PLACEMENT" DELIVERY SYSTEM FOR CHILDREN AGES 0–18



*Children's Services Division
**Proposed Mental Health Division Program

CHART 21

EDUCATIONAL PROGRAMS AVAILABLE AT MacLAREN SCHOOL FOR BOYS

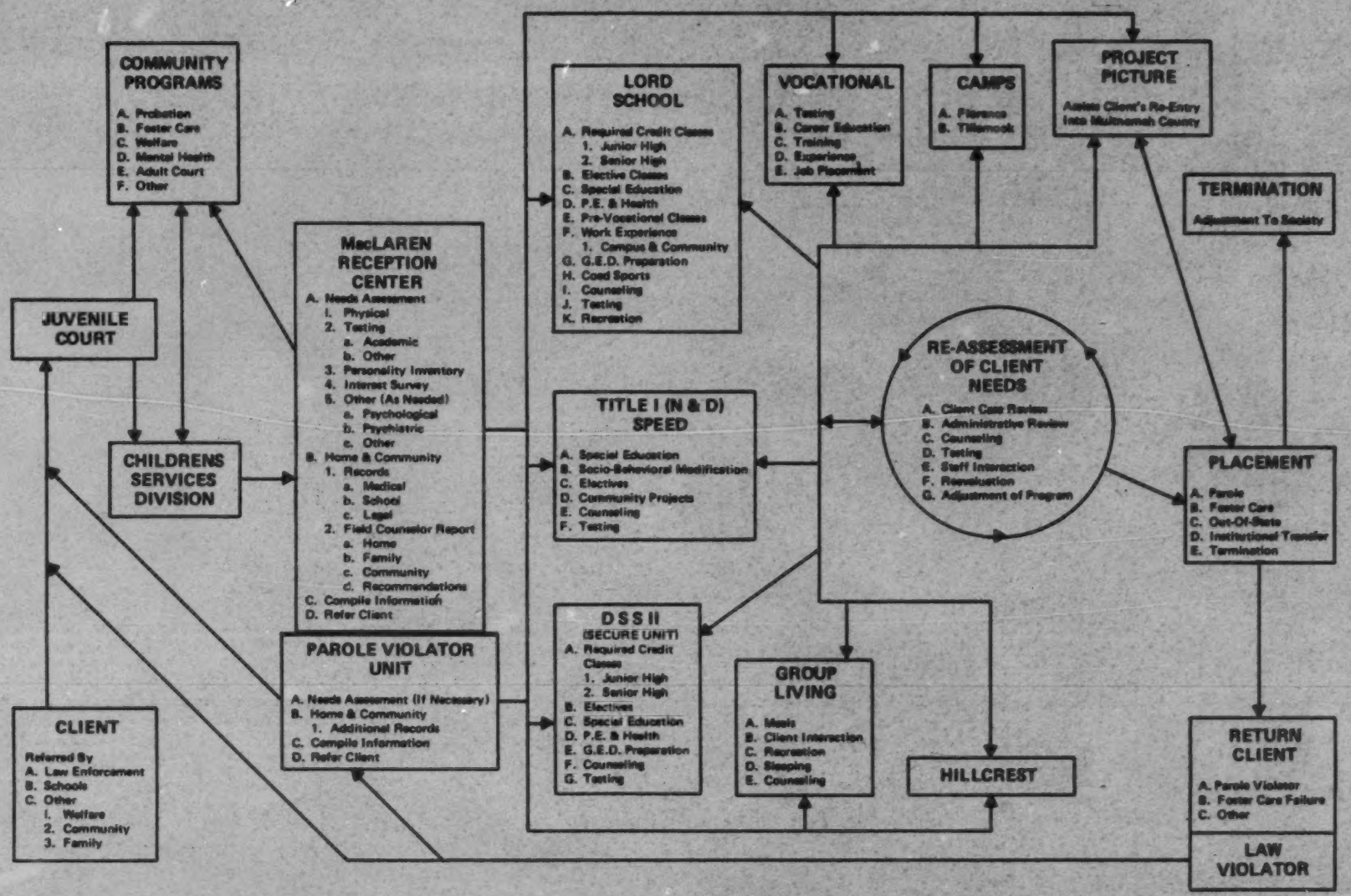
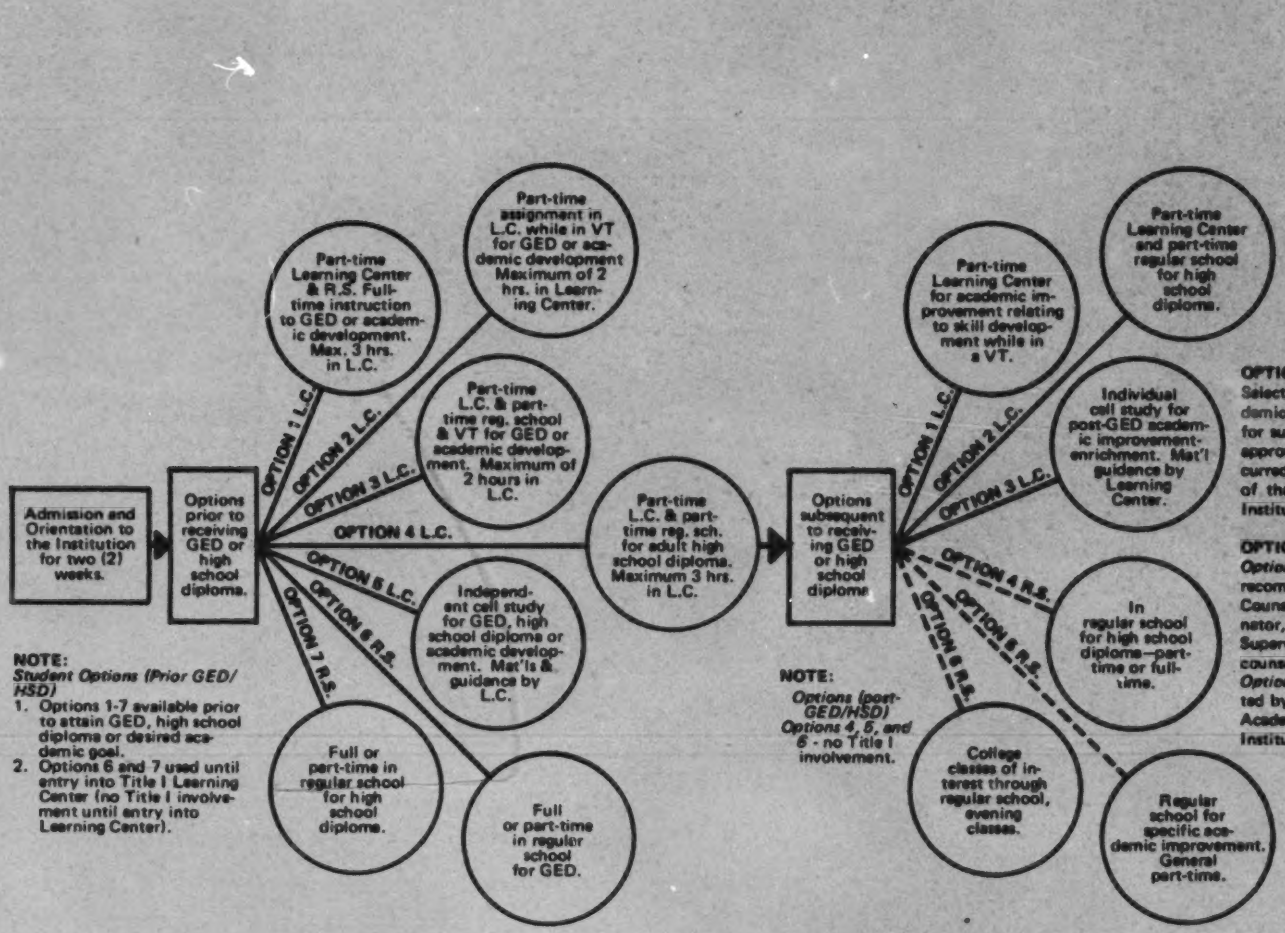


CHART 22

ACADEMIC SKILLS DEVELOPMENT OPTIONS THROUGH SUPPLEMENTARY INSTRUCTION AVAILABLE TO AN ESEA TITLE I ELIGIBLE RESIDENT UPON ENTERING THE OREGON ADULT CORRECTIONS INSTITUTION


Admission and Orientation to the Institution for two (2) weeks.
Options prior to receiving GED or high school diploma.
OPTION 1 L.C.
Part-time Learning Center & R.S. Full-time instruction to GED or academic development. Max. 3 hrs. in L.C.
OPTION 2 L.C.
Part-time assignment in L.C. while in VT for GED or academic development Maximum of 2 hrs. in Learning Center.
OPTION 3 L.C.
Part-time L.C. & part-time reg. school & VT for GED or academic development. Maximum of 2 hours in L.C.
OPTION 4 L.C.
Part-time L.C. & part-time reg. sch. for adult high school diploma. Maximum 3 hrs. in L.C.
OPTION 5 L.C.
Independent cell study for GED, high school diploma or academic development. Mat'ls & guidance by L.C.
OPTION 6 R.S.
Full or part-time in regular school for high school diploma.
OPTION 7 R.S.
Full or part-time in regular school for GED.
Options subsequent to receiving GED or high school diploma
OPTION 1 L.C.
Part-time Learning Center for academic improvement relating to skill development while in a VT.
OPTION 2 L.C.
Part-time Learning Center and part-time regular school for high school diploma.
OPTION 3 L.C.
Individual cell study for post-GED academic improvement-enrichment. Mat'l guidance by Learning Center.
OPTION 4 R.S.
In regular school for high school diploma—part-time or full-time.
OPTION 5 R.S.
College classes of interest through regular school, evening classes.
OPTION 6 R.S.
Regular school for specific academic improvement. General part-time.

NOTE:
Student Options (Prior GED/HSD)

1. Options 1-7 available prior to attain GED, high school diploma or desired academic goal.
2. Options 6 and 7 used until entry into Title I Learning Center (no Title I involvement until entry into Learning Center).

NOTE:
Options (post-GED/HSD) Options 4, 5, and 6 - no Title I involvement.

KEY

P.T.	-	Part-Time
L.C.	-	Learning Center
V.T.	-	Vocational Training School
R.S.	-	Regular School
Hrs.	-	Per Day
GED	-	General Educational Development Certificate (high school equivalency diploma)
HSD	-	High School Diploma
LCM	-	Learning Center Manager

OPTION (Pre-GED/HSD)
Selected jointly by student and ESEA Academic Counselor through agreement on a plan for supplementary academic skill development, approved by the Project Coordinator, concurred in by the Academic Review Committee of the Institution with final approval by his Institution counselor.

OPTIONS (Post-GED/HSD)
Options 1,2,3: Selected by the student and recommended by his LCM and ESEA Academic Counselor, concurred in by the Project Coordinator, approved by the Institution Academic Supervisor for final approval by his Institution counselor.
Options 4,5,6 (no Title I involvement): Selected by the student, approved by the Institution Academic Supervisor for final approval by his Institution counselor.

2. That Learning Managers' recommended lessons and activities for each student be 'staffed' to help assure that maximum utilization of Learning Center resources is brought to bear upon helping each student attain his career goal.

"Relative to management, the evaluator suggested:

1. That additional space be acquired for the Learning Center, separate from the Institution Library, to provide an instructional environment more conducive of effective teaching and learning.

2. That, to the extent security requirements permit, the distraction of passersby in the hallway adjacent to the Learning Center be reduced through the use of drapes, screens or other means.

"The number of students using the Learning Center is increasing rapidly. The project goal, 40 students using the Learning Center each of the six hours of instruction each day, was 50 percent attained by the end of May 1975."

"The following flow chart, although rough and preliminary, indicates the academic options students may choose when enrolled in an instructional learning activity.

"Upon arrival of students at the institutions, most have not seen their needs served by public education, although they do understand the necessity of earning a living.

"It has been determined that some way is needed to motivate these resident students concerning academic and personal self-improvement.

"It has been observed that skill development can be used successfully as a motivational factor to move the ninety percent (90%) drop-out ESEA eligible student population into a learning activity. These students respond to educational activities where they can understand how success in a vocational endeavor relates to success in an academic area.

"Accordingly, options indicated on the flow chart provide the student with a choice that he can best relate to his needs."

CHART 23

TOTAL NUMBER OF CHILDREN INVOLVED IN TITLE I BY GRADE LEVEL

	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Nongraded	Total
REGULAR SCHOOL YEAR																
LEA Projects *EP	160	972	3,074	3,626	3,367	3,223	2,564	2,151	1,858	1,385	1,489	866	426	323		25,484
LEA Coops	--	--	25	39	82	39	43	29	37	18	37	19	13	5	--	356
LEA Nonpublic	--	--	43	138	87	90	113	110	23	17	20	13	7	--	--	669
Portland Projects	215	447	642	624	676	546	560	476	480	448	486	281	149	63	--	6,072
Portland Nonpublic	--	--	22	28	30	32	34	42	29	27	--	--	--	--	--	244
Institutions for Neglected and Delinquent	--	--	--	--	--	--	--	--	14	41	66	76	66	8	--	273
SUBTOTAL	375	1,419	3,806	4,453	4,212	3,930	3,313	2,808	2,441	1,936	2,078	1,255	663	399	--	33,068
SUMMER SCHOOL PROJECTS																
LEA Projects *EP	20	352	918	984	878	794	694	680	252	120	158	108	76	38	--	5,972
LEA Coops	--	14	25	28	20	10	13	21	10	4	--	--	--	--	--	145
LEA Nonpublic	--	--	27	33	20	7	7	13	--	3	--	--	3	--	--	113
Portland Projects	14	100	186	157	156	183	121	130	84	101	57	47	24	28	--	1,388
Portland Nonpublic	--	4	25	24	24	22	21	16	19	16	--	--	--	--	--	171
Institutions for Neglected and Delinquent	--	--	--	--	--	--	--	--	5	24	45	80	67	8	--	227
SUBTOTAL	34	470	1,181	1,226	1,098	1,016	856	760	370	268	260	236	170	72	--	8,016
STATE AGENCIES																
Institutions for Neglected and Delinquent	11	5	13	11	12	9	15	19	33	69	144	110	43	26	--	520
Corrections		OSP-48		OWCC-7		OSCI-325									380	380
YEAR-ROUND SCHOOL	--	--	50	53	51	54	53	60	82	23	--	--	--	--	--	426
SUB-TOTAL	11	5	63	64	63	63	68	79	115	92	144	110	43	26	380	1,326
TOTALS	420	1,894	5,050	5,743	5,373	5,009	4,237	3,647	2,926	2,296	2,482	1,600	876	497	380	42,430

*Excluding Portland

SELECTED PROJECT DATA AND TRENDS

A. Student Participation in Title I: Charts 23, 24, 25.

In FY 1975, a total of 31,556 Oregon students were enrolled in Title I projects for the regular term and 7,360 for the summer term. An unduplicated count for the year is not available because some students were enrolled in both regular and summer term projects.

Charts 24 and 25 show that Title I in Oregon predominantly enrolls students from the primary grades. Peak enrollment occurs in the first four grades, with a steady decline in enrollment from Grade 5 through high school. Public school enrollment in primary grades (excluding Portland) is distributed as follows for the regular term: 12% in Grade 1; 14% in Grade 2; and 13% in Grade 3. Summer term enrollment is most highly concentrated in Grade 2 (16.61%), with 15.37% in Grade 1 and 14.7% in Grade 3. Both regular and summer terms enrolled 13% fourth graders in Title I programs. In FY 1972, the largest percentage of Title I students for both regular and summer terms was also in the second grade.

The breakdown of Portland's Title I enrollment differs slightly from that of the rest of the state. Enrollment percentages in the regular term are more evenly distributed in the elementary grades with 7 to 10% of the children in each grade, levels 1 through and including Grade 9. This contrasts with the statewide concentration of enrollment in Grades 1-4.

The summer term for Portland is more erratic than the regular term. The enrollment peaks at the first grade and the fourth grade (13%) and then declines irregularly.

In comparing high school grade levels, Portland and the LEA's statewide are very similar. Both involve a small percentage of the students and decline from the tenth to the twelfth grade.

B. Percent of Students in Major Instructional Areas: Charts 26, 27.

Many Title I students participated in more than one instructional area and have been counted more than once. A larger percentage of summer term students participate in more than one instructional area than regular term students.* In Portland Title I projects, participation in more than one instructional area is especially high, with 71% or more of the students participating in at least three instructional areas during the regular term, and four areas during the summer term. Because of the multiple participation in instructional areas by single students, the total percentage of participating students reported on the charts will not total 100.

*Percentages in FY 1973 and FY 1974 reports are not directly comparable. FY 1974 support services percentages were figured on the basis of the total population served by Title I, FY 1973 percentages were based on the small percentage of the total Title I population that received Title I support services.

In FY 1975, regular term projects (excluding Portland) enrolled a total of 81.9% of Title I public school students in reading, and 7.6% in language arts. Math enrollment jumped from 5% in FY 1973 to 18% in FY 1974 to 20.1% in FY 75. Enrollment in all other instructional areas was 10% or less, as follows: 2.7% in cultural enrichment activities, an insignificant amount in vocational education, and 3.3% in preschool. (See Chart 26.)

Portland enrollment over three-fourths of their Title I public school students in each of three areas--88.14% in reading, 50.8% in language arts, and 81.6% in math/science, with 21.36% in cultural enrichment activities. These percentages include the high rate of student participation in more than one instructional area. (See Chart 27.)

Summer term projects (excluding Portland) enrolled 92% of Title I public school students in reading and language arts, in contrast to 88% in regular term projects. Other instructional areas with relatively high summer term enrollment in FY 1975 are: 41% in math/science; 5% in cultural enrichment; and 16% in "other" activities.

Portland enrolled a high percentage of Title I summer students in the three basic skill areas of reading (96.61%), language arts (50.43%), and math/science (88.83%). Other major concentrations of Portland summer enrollment were 32.78% in cultural enrichment and 6.19% in the vocational education category. Again, these percentages reflect the high rate of student participation in more than one instructional area.

C. Expenditures in Instructional Areas: Charts 28, 29.

Instructional activities for public school students in FY 1975, received $6,768,877 in Title I funds (excluding Portland). Chart 28 shows the distribution of expenditures in the following instructional areas: 75% for reading, 4% for language arts, 12% for math, 1-3% for each of the remaining instructional areas, and 5% for the "other" category.

Expenditures for summer term Title I instructional programs increased from $592,603 in FY 1973 to $686,186 in FY 1974 to $712,750 in FY 1975 (excluding Portland). This increase still remained far below the $1,276,438 spent in FY 1972. The distribution of funds according to instructional areas is: 65% for reading, .74% for language arts, 20.7% for math/science, 3.9% for preschool activities, and 3.3% for cultural enrichment activities. The "other" category spent 5.4% on summer term instructional areas.

Portland spent $1,668,956 on regular term Title I instruction with 44.92% for reading, 14.02% for language arts, 27.42% for math/science, and 12.75% in prekindergarten and kindergarten. Portland's summer term projects spent 46.13% of $125,060 for instruction in reading, 9.8% for language arts, 31.72% in math/science, 8.6% in cultural enrichment activities, and 3% in the rest of the areas. (See Chart 29.)

LEA Projects--Portland Excluded

CHART 24

Percent of Public School Students Participating in Title I by Grade Level

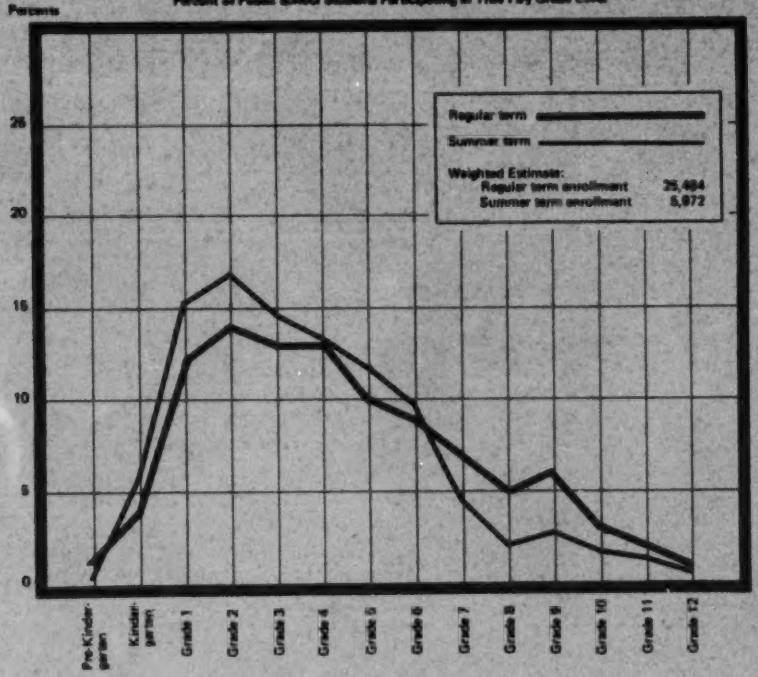
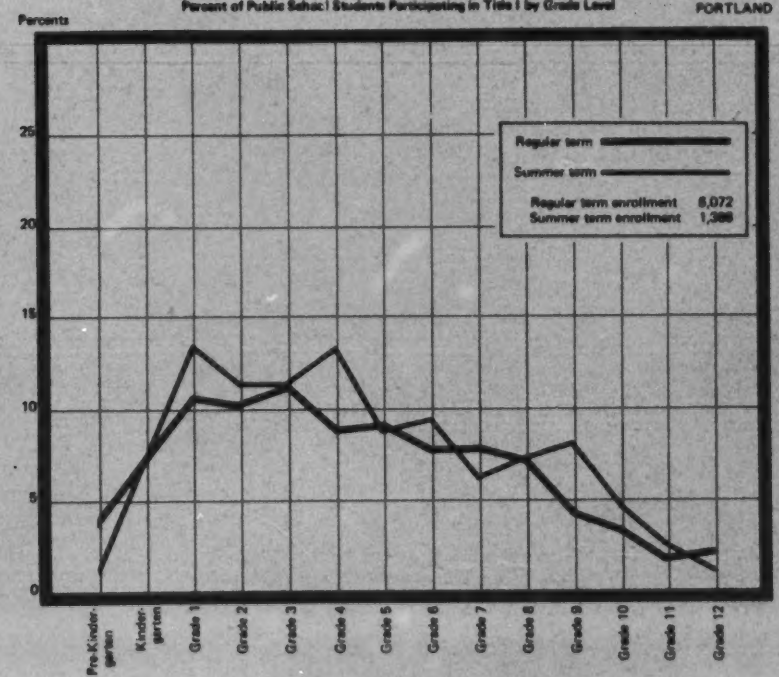


CHART 25

Percent of Public School Students Participating in Title I by Grade Level PORTLAND



LEA Projects–Portland Excluded

CHART 26

Percent of Public School Title I Students in Major Instructional Areas

Percent of Students

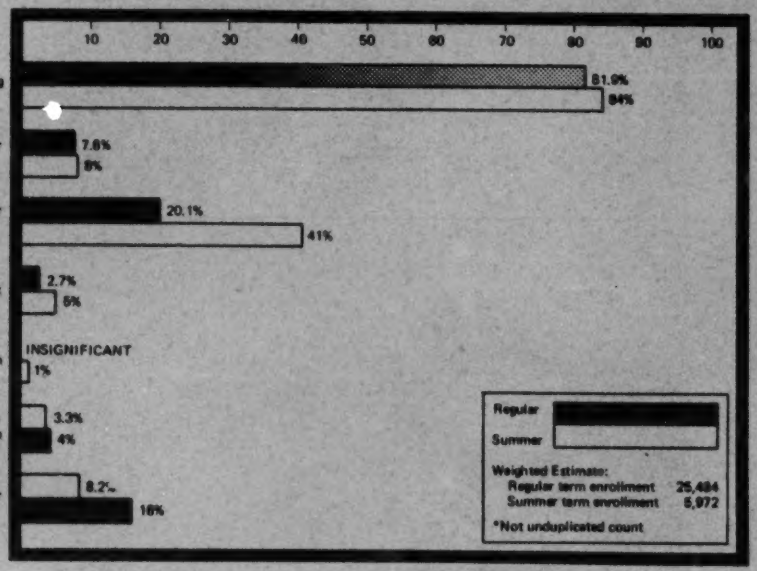
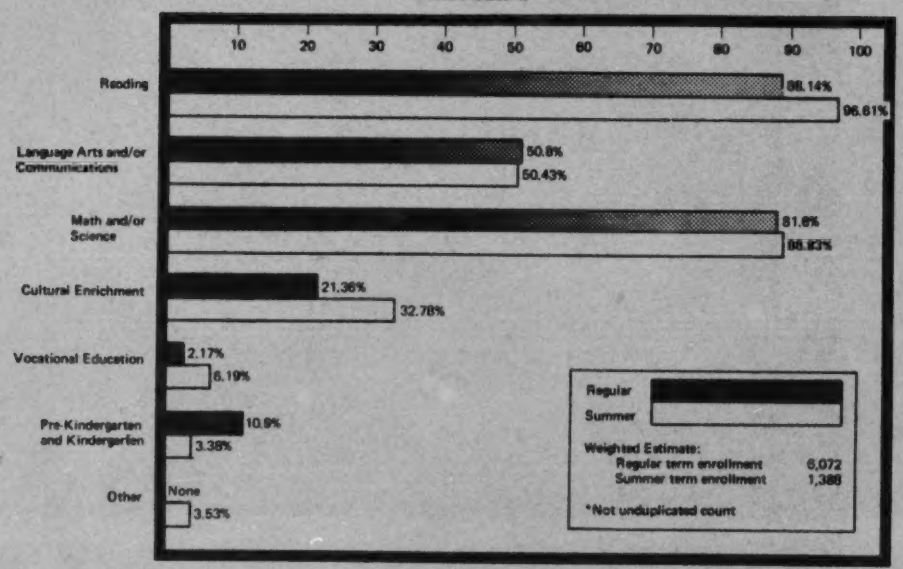


CHART 27

PORTLAND

Percent of Portland Public School Title I Students in Major Instructional Areas

Percent of Students

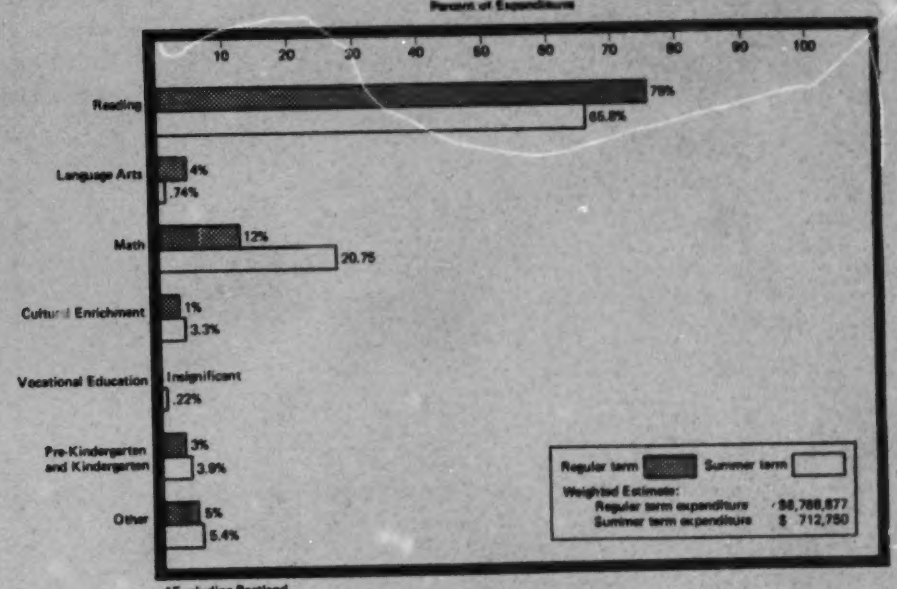


50

CHART 28

LEA Projects-Portland Excluded

Percent of Public School Project Expenditures by Major Instructional Areas in State of Oregon*

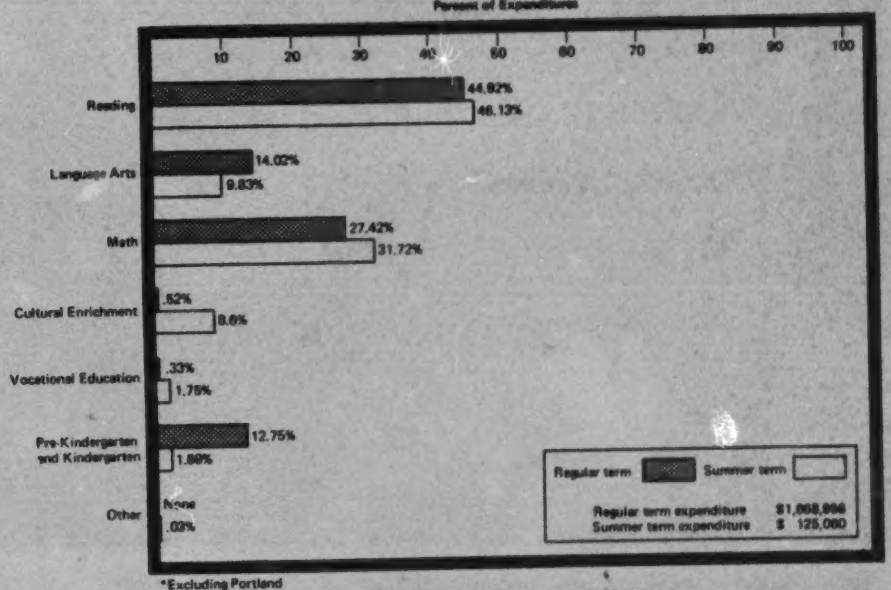


*Excluding Portland

CHART 29

PORTLAND

Percent of Public School Project Expenditures by Major Instructional Areas in State of Oregon*



*Excluding Portland

CHART 30

LEA Projects—Portland Enrolled

Percent of Public School Students Receiving Support Services

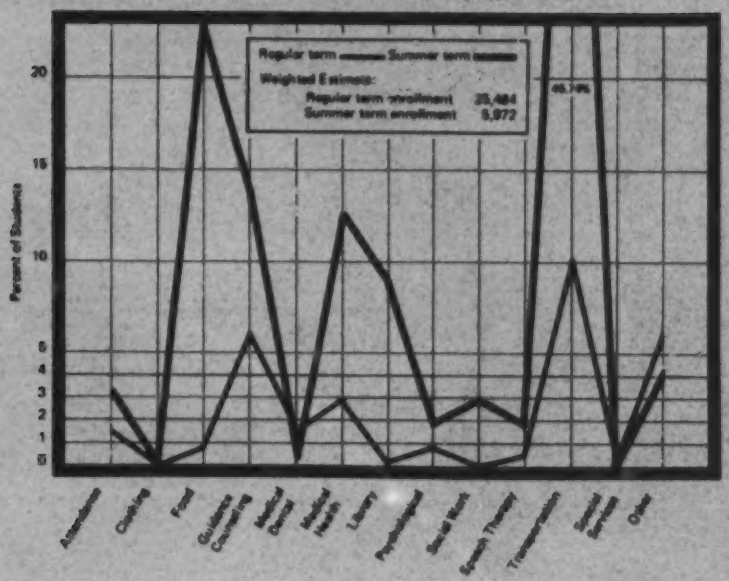


CHART 31

PORTLAND

Percent of Public School Students Receiving Support Services, Portland

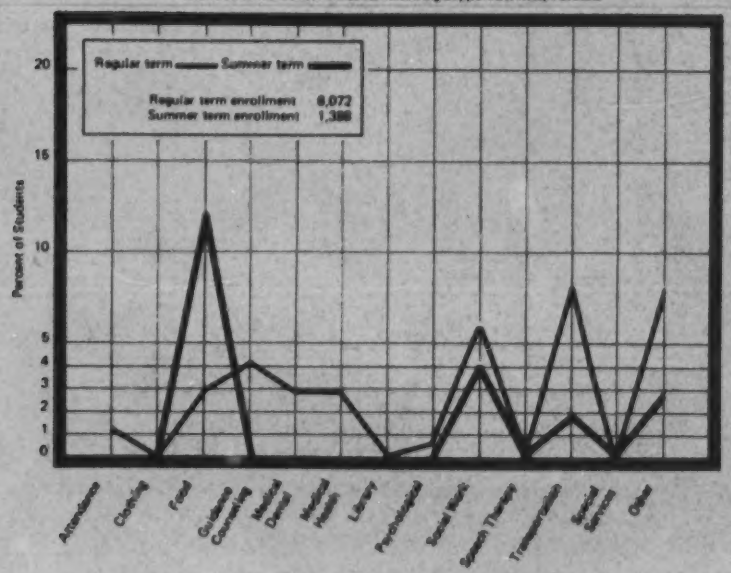


CHART 32

Expenditures for Support Services Provided Title I Project Students

LEA Projects—Portland Excluded

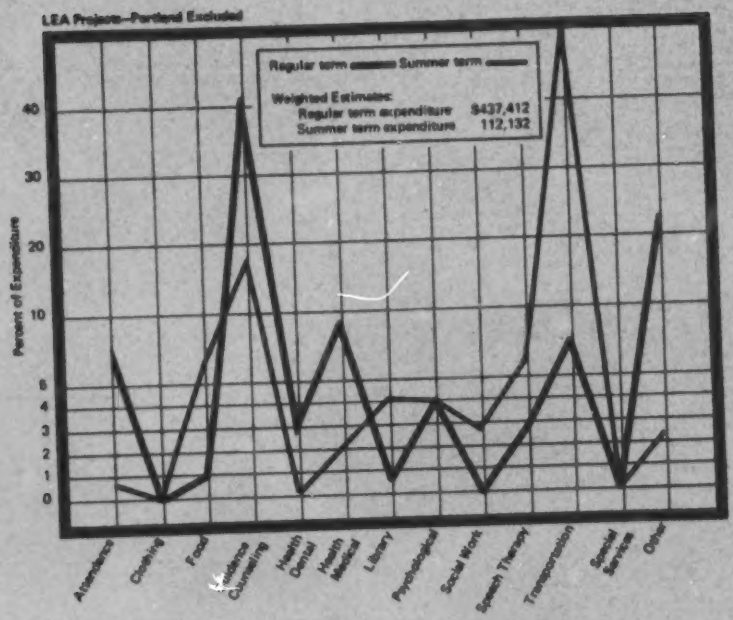
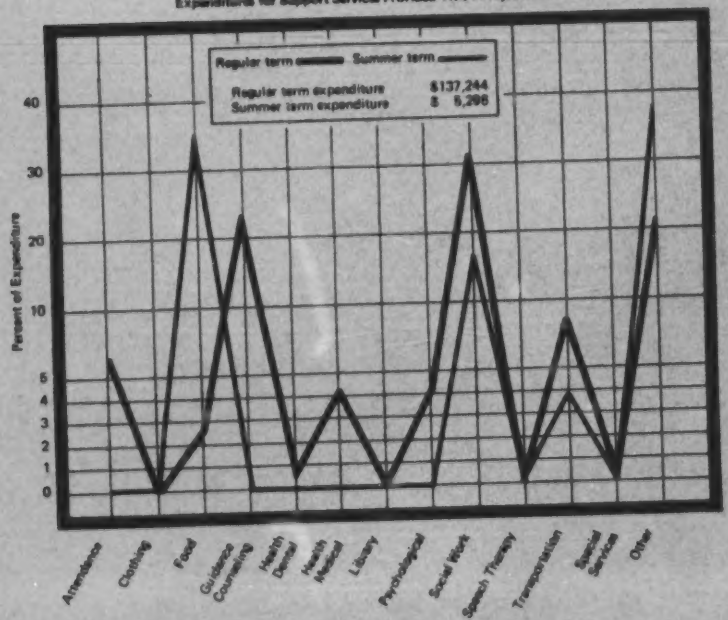


CHART 33

PORTLAND

Expenditures for Support Services Provided Title I Project Students



LEA Projects
Portland Excluded

CHART 34
Types of School Personnel Employed with Title I Funds

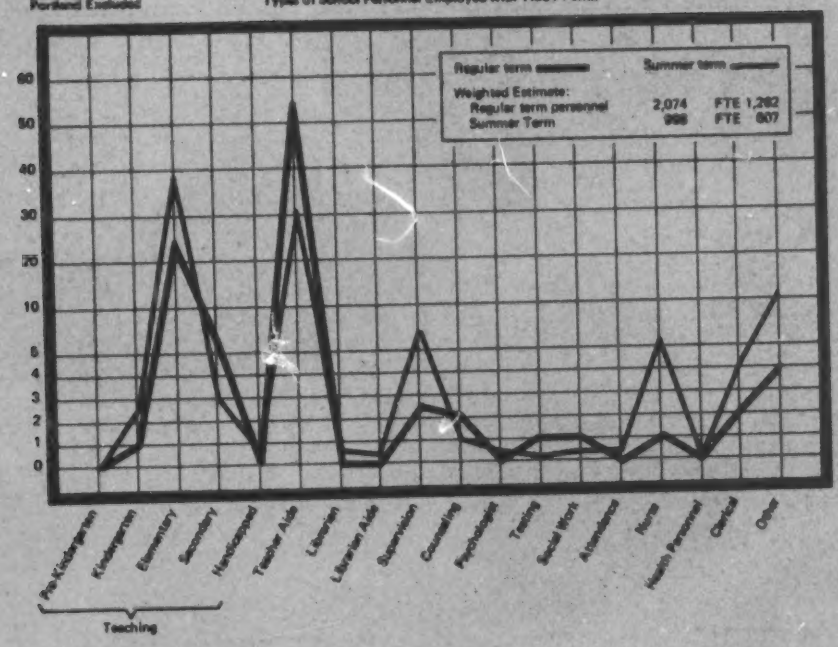
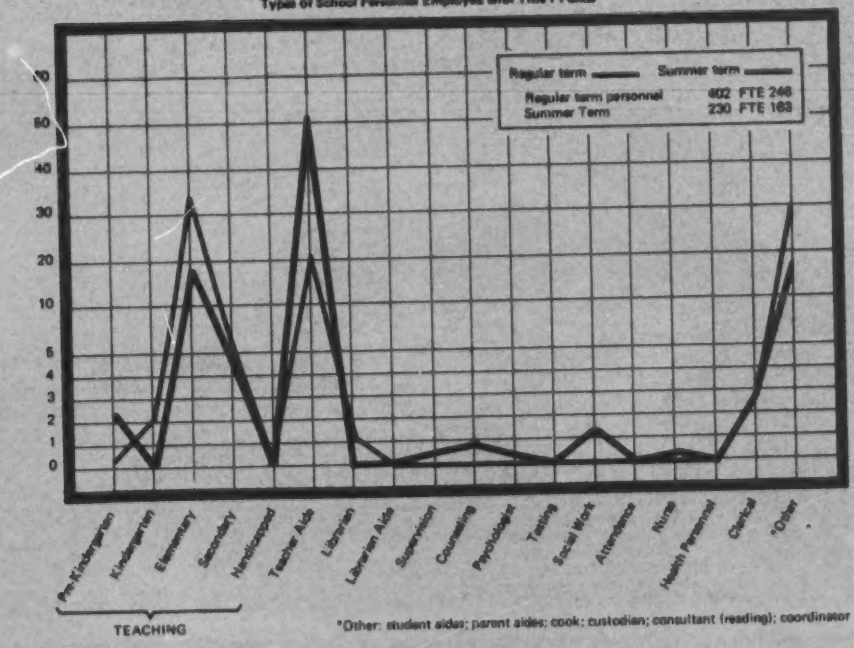


CHART 35
Types of School Personnel Employed with Title I Funds

PORTLAND



*Other: student aides; parent aides; cook; custodian; consultant (reading); coordinator

D. Percent of Students Receiving Support Services: Charts 30, 31.

The percentage of Title I public school students receiving support services through FY 1975 regular term projects is most highly concentrated in the areas of transportation (10.6%) and guidance counseling (6.03%). (See Chart 30) The remaining support services assisted about 1-6% of the students.

In the summer term, the percentage of Title I public school students receiving support services is highest in the areas of transportation (45.74%), food (23.1%), and guidance counseling (13.99%).

Portland students received Title I funded support services as do other public school students. The most important support service for Portland's regular term projects is social work, serving 6% of participating students, with additional support in guidance counseling (4%), and food services (3%).

The Portland students in the summer program are receiving similar support services to those of the LEA statewide summer program. The highest concentration of students receiving support services is in the area of food (12.1%). Other areas with a large involvement of students are social work (6.12%) and transportation (8.14%).

E. Expenditures for Support Services: Charts 32, 33.

Support services constitute 6% of the total reported expenditures for Title I in FY 1975. Regular term expenditures of $437,412 for public school Title I students (excluding Portland) were primarily for guidance counseling (41%). The remaining expenditures are primarily for transportation (8%), medical services (12%), and attendance (8%), 23% of the expenditures were for "other" services. Support services for the summer term cost $112,132 in FY 1975, distributed primarily for transportation (50.97%), food (6.54%), and guidance counseling (18.16%), with 1-6% distributed among other areas. (See Chart 32.)

Portland's main support service expenditures are for social workers and guidance counselors. Regular term spending for Portland's Title I support services totals $137,244 and only $5,296 for the summer term. 32.13% of regular and 17% of summer term expenditures were for social work services, with an additional 23.65% for guidance counseling during the regular term. Food services were 35.74% of support service expenditures in the summer term. A curriculum project tabulated under "other" expended 38.42% of the summer term support monies and 21.96% of the regular term monies. (See Chart 33.)

F. Related Title I Activities: Charts 34-42.

1. The main types of school personnel employed with Title I funds are teacher aides and elementary teachers. Over half of the Title I personnel were aides in the regular term, closely followed by elementary teachers. School personnel employed with Title I funds during the summer closely follow those of the regular school term. The number of elementary school teachers is greater (39.07%) during the summer than during the regular term (25%) but the number of aides employed is less (31.86%). More is spent in the areas of supervision and nurses services during the summer term than the regular term. (See Chart 34.)

Portland reflects the same pattern as other school districts. Portland also employed student aides during the summer term, accounting for a large percentage of the "other" category on Chart 35.

2. Teacher and teacher aide in-service for Title I projects showed a 2% decrease during the regular term and an 11% increase during the summer term for FY 1975 as compared to FY 1974. The common modes of instruction used are on-the-job training, workshops, college credit coursework, and information exchange meetings. (See Chart 36.)

3. Parent membership in Title I Parent Councils increased 5% between FY 1974 and FY 1975 in regular term and increased 6% summer term. Membership of teachers and other decreased 4%, with the percentage of members from school administration remaining constant the regular term, and decreasing in the summer term 6%. (See Chart 37.)

4. The percent of districts that report they have changed or altered the regular term instructional program as a result of regular term Title I projects dramatically increased from 49% in FY 1972 to 60% in FY 1973 then dropped to 51% in FY 1974 and 40% in FY 1975. The impact of summer term Title I projects on the regular term instructional program continued the trend with reported changes rising from 21% in FY 1972 to 61% in FY 1973 and dropping to 45% in FY 1974 and 40% in FY 1975. (See Chart 38.)

5. The number of LEA's absorbing Title I program costs into their local budgets, freeing Title I funds for new programs, increased 8% in the regular term, from 10% in FY 1973 to 18% in FY 1974. The summer term showed a decrease of 12%, from 18 to 6%. (See Chart 39.)

6. Newspapers, bulletins, newsletters, and letters home to parents continue to be the most common methods used for disseminating project information. During regular school term, conferences and visitations were most often used (27%). During summer months, the newspaper (17%) and letters to parents (17%) were relied on for dissemination of information. (See Chart 40.)

7. The effectiveness of the Local Parent and Community Planning Committees seemed to be good (53% during the regular term and 50% during the summer term). The area project directors indicated these

CHART 36
Teacher and Teacher Aide In-service for Title I Projects

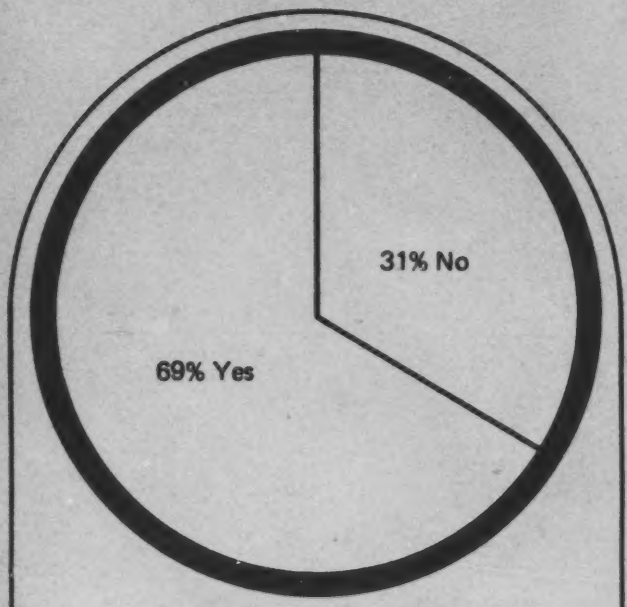
Statewide totals (including Portland)

YES	174
NO	74
No Response	3

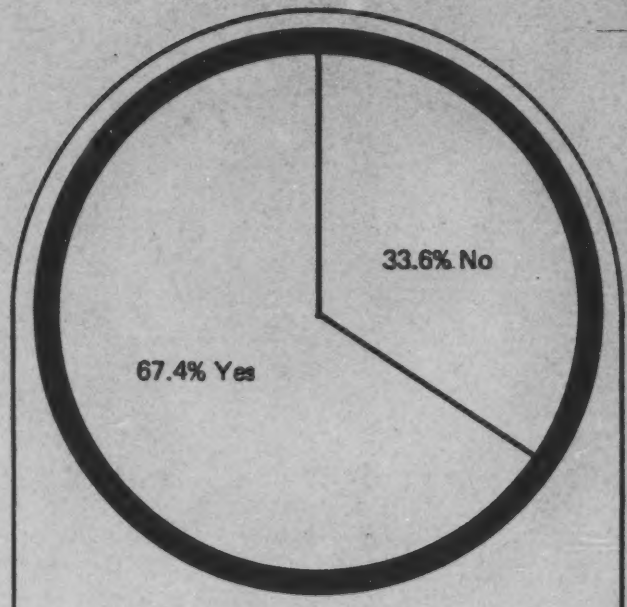
Statewide totals (including Portland)

YES	31
NO	15
No Response	0

Regular School Year



Summer School



Common Modes of Instruction
1. On-the-job Training
2. Workshops
3. College Credit coursework
4. Information Exchange meetings

Regular

In-service	1975	1974	1973	1972
Yes	69%	71%	67.1	63%
No	31%	29%	32.9	37%

Summer

1975
67.4% Yes
33.6% No

Summer

In-service	1974	1973	1972
Yes	56.25%	55.2%	62.22%
No	43.75%	44.8%	37.78%

All Portland Projects report in-service for Title I personnel.

One of the three Portland summer programs reports no in-service training program (33.3%)

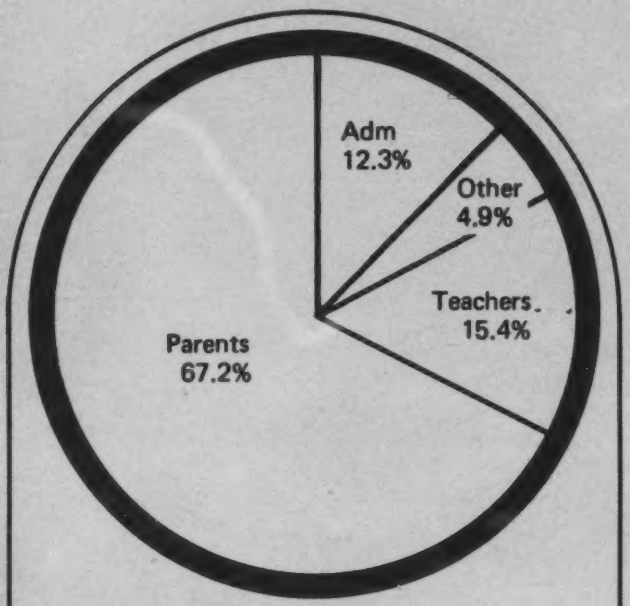
CHART 37
Community Involvement

Composition of Local Parent Councils

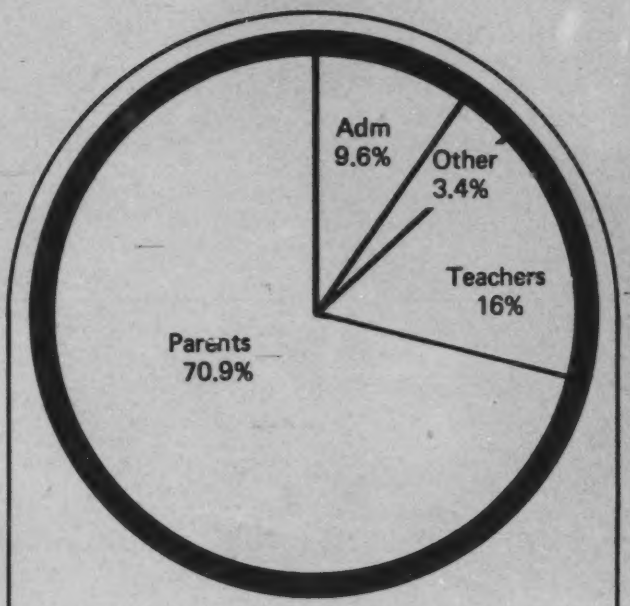
Statewide totals (including Portland)	
Parents	2,431
Teachers	521
Administrators	417
Other	188

Statewide totals (including Portland)	
Parents	764
Teachers	130
Administrators	87
Other	34

Regular School Year



Summer



Weighted Estimate:
3,076 members in local parent councils

Not including Portland

Regular School Year

	1975	1974	1973	1972
Parents	67.2%	62.45%	70.3%	61.14%
Teachers	15.4%	16.92%	14.2%	15.88%
Admin	12.3%	12.59%	10.2%	12.73%
Other	4.9%	8.02%	5.3%	10.25%

Weighted Estimate:
1,294 members in local Parent Councils
Not including Portland

Summer	1975	1974	1973	1972
Parents	70.9%			
Teachers	16.0%			
Admin	9.6%			
Others	3.4%			

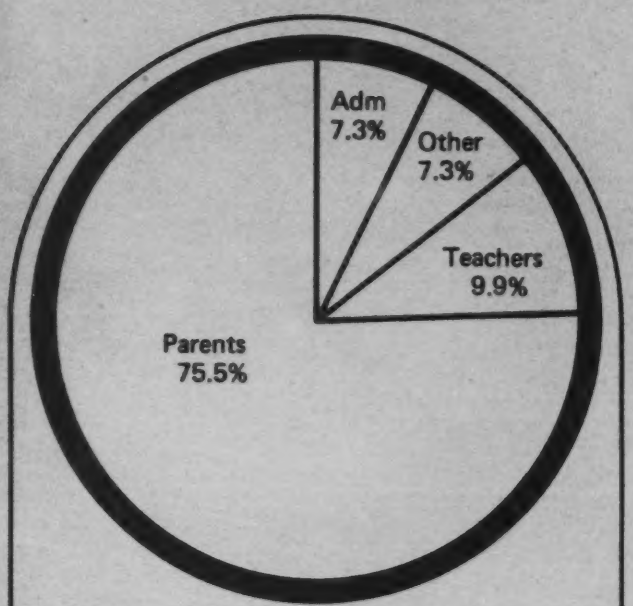
*N's are Weighted Estimates

CHART 37-A
Community Involvement

Composition of Local Parent Councils

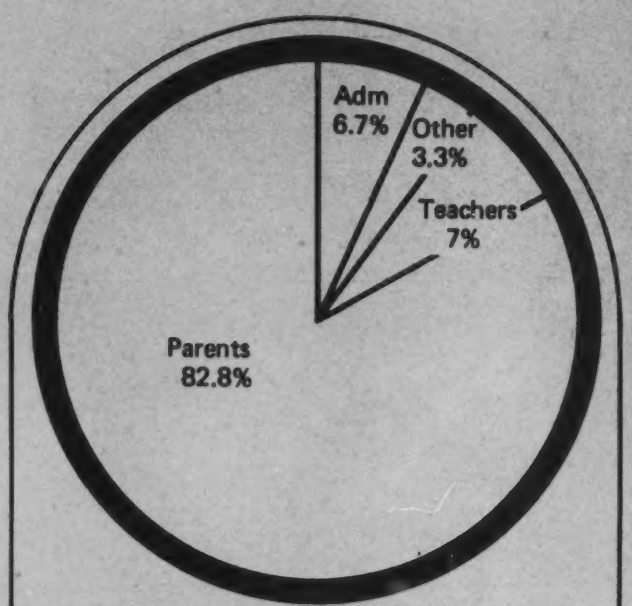
PORTLAND

Regular



481 members in local parent councils for regular program

Summer



368 members in local parent councils for summer program

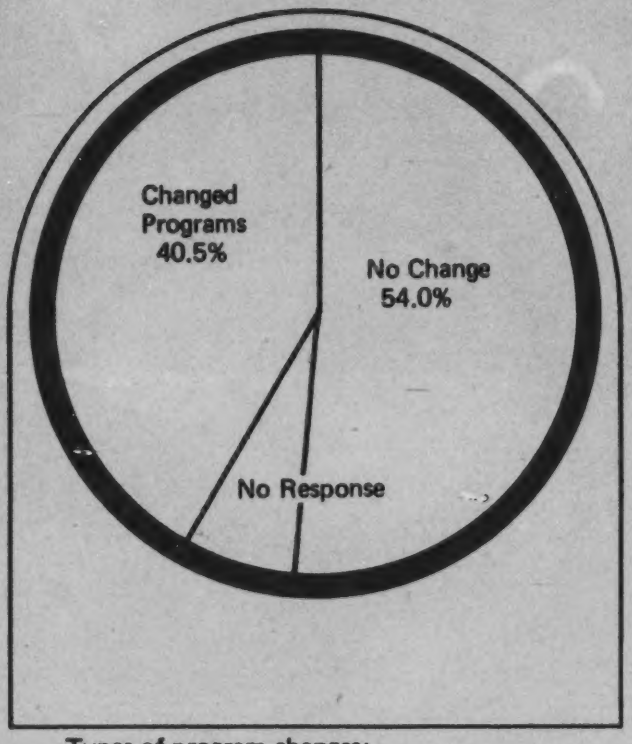
CHART 38

Percent of LEAs That Have Changed or Altered the Regular Instructional Program as a Result of Title I

Statewide totals (including Portland)

Changed	103
No Change	133
No Response	14

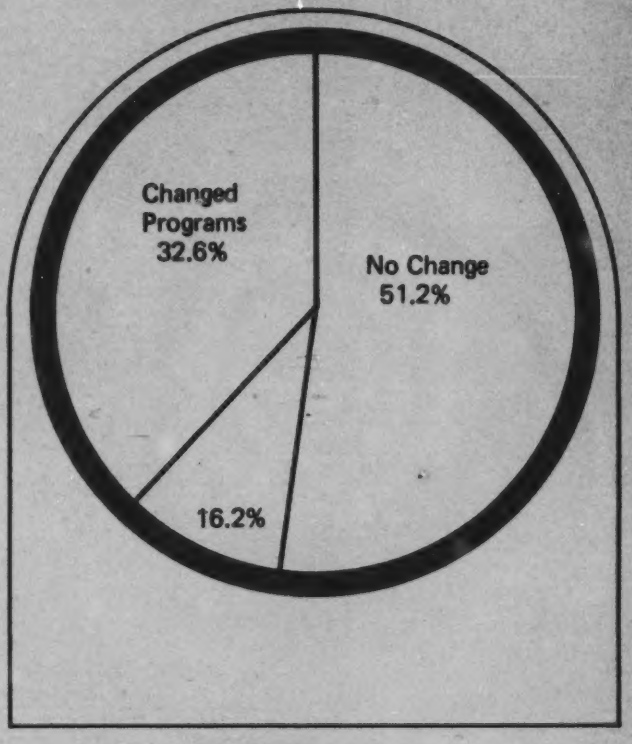
Regular School Year



Statewide totals (including Portland)

Changed	15
No Change	23
No Response	8

Summer



Types of program changes:

1. More emphasis on diagnosing of problem areas
2. More individualized instruction
3. Specialized training for teachers in methods of instruction
4. Employment of Reading Specialists

Longitudinal Data

	Regular School Year				Summer School Year			
	1975	1974	1973	1972	1975	1974	1973	1972
Changed programs	40.5%	51%	60.4%	48.52%	32.6%	45.71%	60.9%	20.60%
No change	54.0%	49%	30.8%	29.41%	51.2%	54.28%	33.3%	17.52%
No Response	5.4%	--	8.8%	22.07%	16.2%	--	5.8%	61.88%

In the Portland regular school year program three of the four programs reported changes as a result of Title I. One program made no response.

In the Portland summer school year program two of the three programs reported changes as a result of Title I. One program made no response.

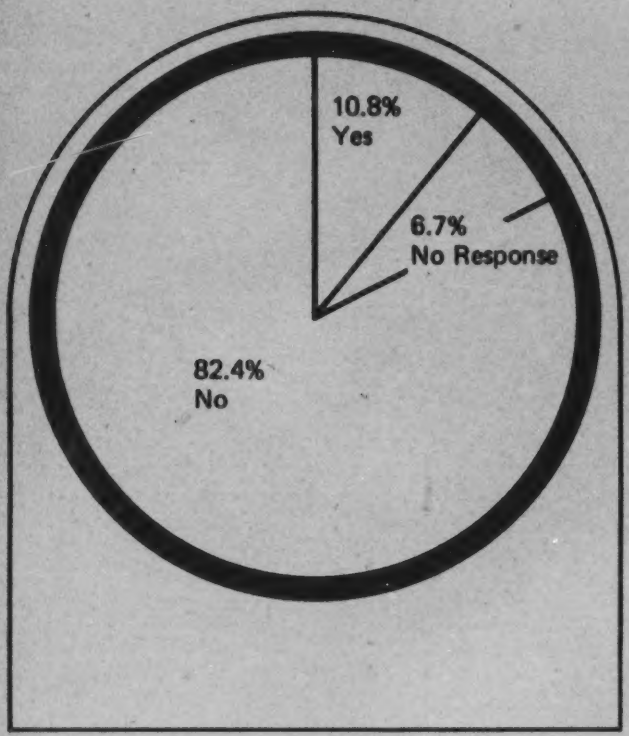
CHART 39

Percent of School Districts That Have Absorbed Title I Program Costs into Local Budget, Freeing Federal Funds for New Title I Projects

Statewide totals (including Portland)

Absorbed	26
Not Absorbed	206
No Response	18

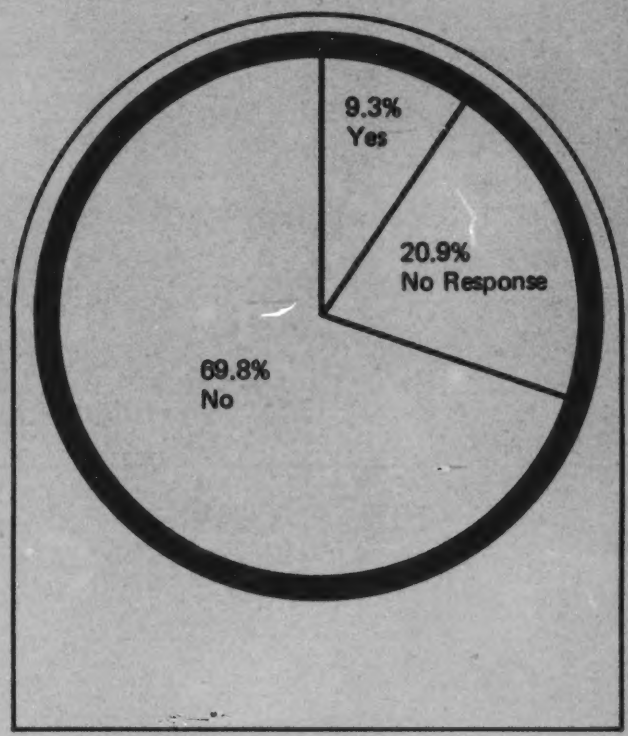
Regular School Year



Statewide Totals (including Portland)

Absorbed	4
Not Absorbed	31
No Response	11

Summer



Summer Year Term

Yes	9.3%
No	69.8%
No Response	20.9%

Longitudinal Comparisons

Regular School Year	1975	1974	1973	1972
Yes	10.8%	18.33%	10.8%	7.35%
No	82.4%	81.66%	77.9%	64.70%
No Response	6.7%	--	11.3%	27.95%

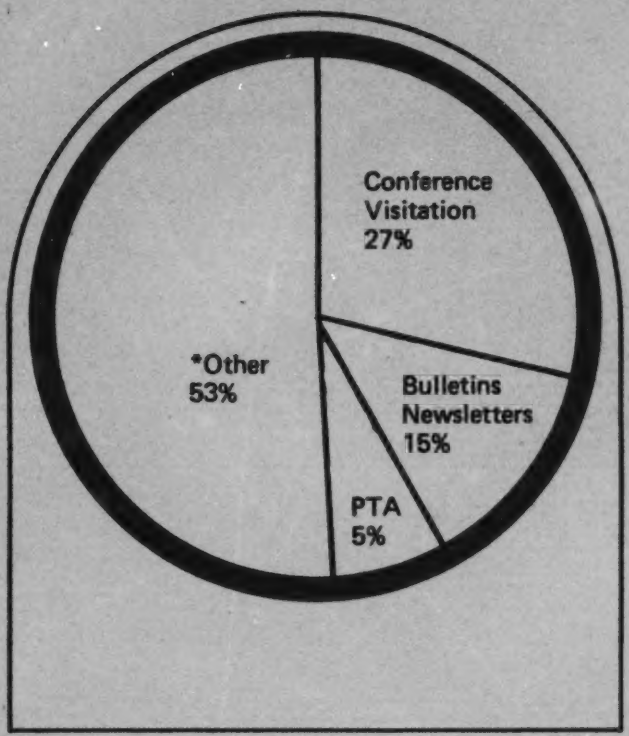
Summer School Year	1975	1974	1973	1972
	9.3%	6.25%	18.4%	3.09%
	69.8%	93.75%	75.9%	28.86%
	20.9%	--	5.7%	68.05%

In the Portland regular school year program three of the four programs reported absorbtion of Title I program costs into local budgets. One program made no response.

In the Portland summer school year one of the three programs reported absorbtion of Title I program costs into local budgets. Two programs made no response.

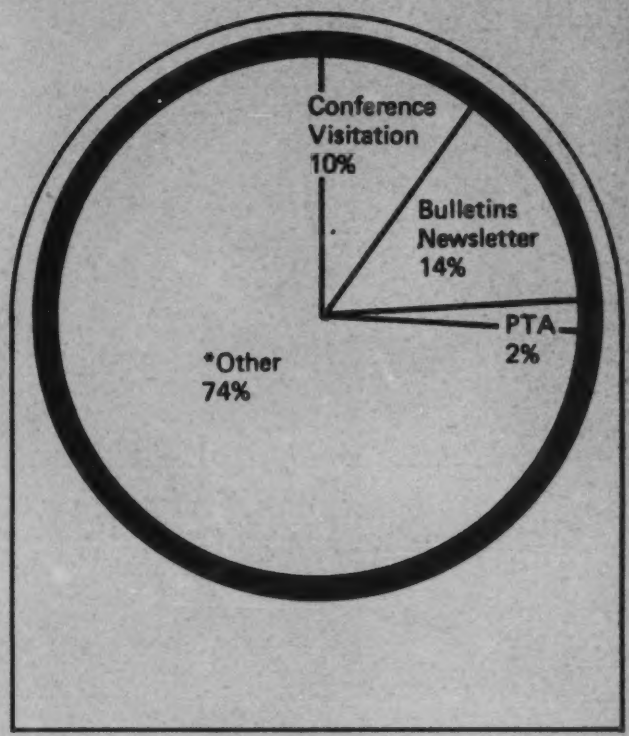
CHART 40
Media and Techniques Used for Dissemination of Project Information

Regular



*Radio/Television	5%
Newspaper	15%
Letters to parents	15%
Miscellaneous	18%

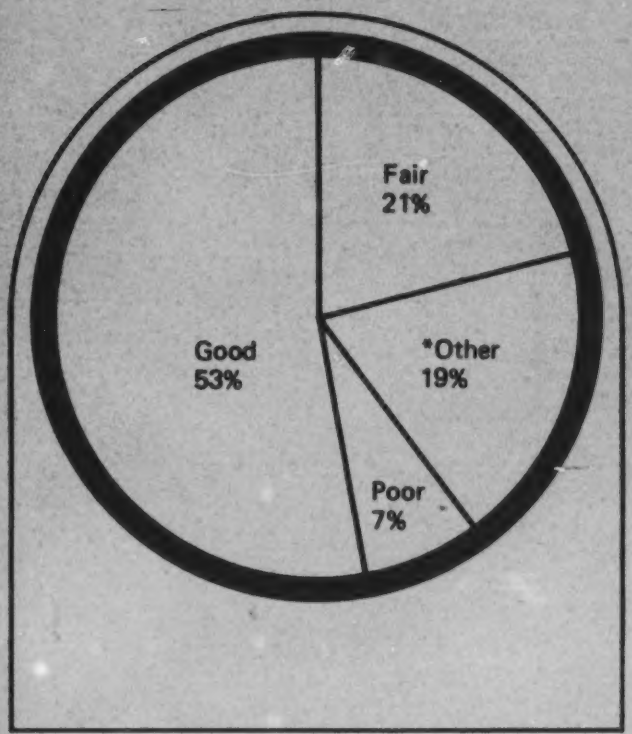
Summer



*Radio/Television	3%
Newspaper	17%
Letters to Parents	17%
Miscellaneous	37%

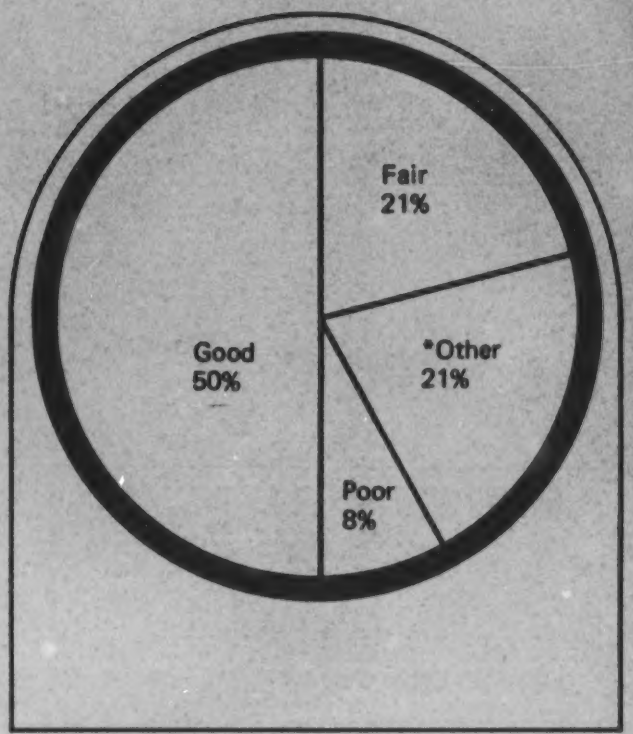
CHART 41
Effectiveness of Local Parent and Community Planning Committees as Viewed by Project Directors

Regular



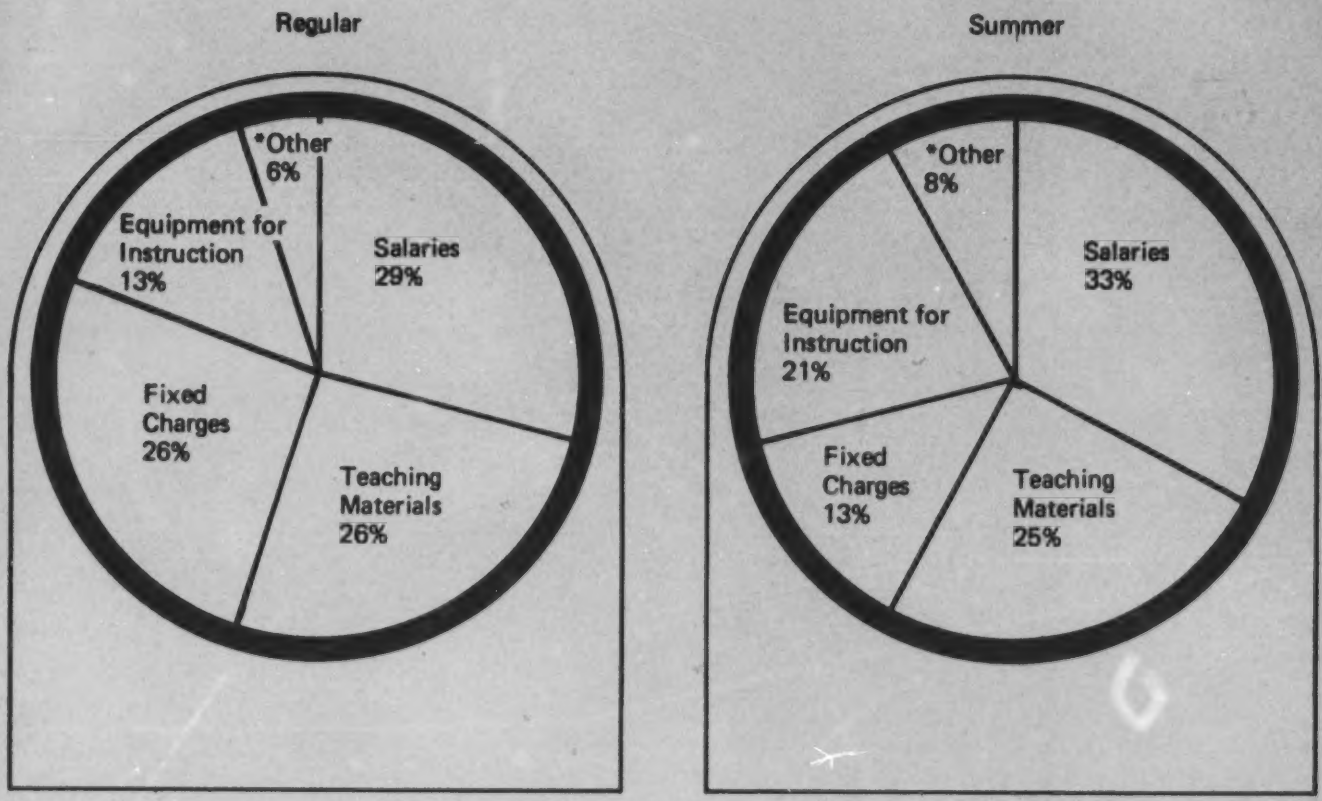
*Effective in some areas:
Planning and Evaluation
Needs Assessment
Communication
Involving parents

Summer



*Effective in some areas:
Planning and Evaluation
Needs Assessment
Communication
Involving parents

CHART 42
Percent of LEA Expenditures to Districts
(Portland Included)
In Addition to Title I Funds



LEA Expenditures $845,140

*Clerical assistance, telephone, postage

LEA Expenditures $86,063

*Snacks, Mileage

committees were most effective in planning and evaluation, needs assessment, communication, and involving parents. (See Chart 41.)

8. The LEA's expenditures to districts, in addition to the Title I funds, tends to be in the areas of salaries (29% for regular term, and 33% in the summer term) and teaching materials (26% in the regular term and 25% in the summer term). The other two areas, fixed charges and equipment for instruction, receive support from the LEA in addition to the Title I funds also. (See Chart 42.)

CHART 43

G. NONPUBLIC INVOLVEMENT

IN TITLE I FY 1975

NONPUBLIC STUDENT PARTICIPATION IN TITLE I FY 1975

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	TTL
LEA–Regular	-	43	137	87	90	113	110	23	17	20	13	6	-	659
LEA–Summer	-	16	20	12	4	4	8	-	2	-	-	2	-	68
Portland–Regular	-	22	28	30	32	34	42	29	27	-	-	-	-	244
Portland–Summer	4	25	24	24	22	21	16	19	16	-	-	-	-	171
TOTALS	4	106	209	153	148	172	176	71	62	20	13	8	-	1,142

TITLE I STUDENTS BY MAJOR INSTRUCTIONAL AREAS

	Reading	Language Arts and/or Communication	Math and/or Science	Cultural Enrichment	Vocational Education	Pre-school and Kindergarten	Other
Number of Students							
LEA–Regular	536	80	-	-	-	13	-
LEA–Summer	64	10	22	-	-	-	22
Portland–Regular	239	175	104	-	-	-	-
Portland–Summer	171	160	133	144	-	-	-
TOTALS	1,010	425	259	144	-	13	22

EXPENDITURES IN MAJOR INSTRUCTIONAL AREAS

	Reading	Language Arts and/or Communication	Math and/or Science	Cultural Enrichment	Vocational Education	Pre-school and Kindergarten	Other
Instructional Areas							
LEA–Regular	108,634	7,802	-	- -	Not Costed Out	-	116,436
LEA–Summer	6,218	300	1,380	- -	-	408	8,306
Portland–Regular	22,922	9,395	5,828	- -	-	-	38,145
Portland-Summer	4,025	1,672	1,558	1,074 -	-	-	8,329
TOTALS	141,799	19,169	8,766	1,074 -	-	408	171,216

CHART 44

NONPUBLIC INVOLVEMENT

IN TITLE I FY 1975

STUDENT INVOLVEMENT IN SUPPORT SERVICES

	Attendance	Food	Guidance Counseling	Medical Health	Library	Social Work	Speech Therapy	Transportation	Special Services	Other
LEA–Summer	12	28	6	16	16	2	4	44	-	12
Portland–Regular	-	-	-	-	-	30	-	-	-	-
TOTALS	12	28	6	16	16	32	4	44	-	12

EXPENDITURES IN SUPPORT SERVICES

	Attendance	Food	Guidance Counseling	Medical Health	Library	Social Work	Speech Therapy	Transportation	Special Services	Other	Totals
LEA–Summer	54	90	172	58	144	46	276	288	-	144	1,272
Portland–Regular	-	-	-	-	-	3,082	-	-	-	-	3,082
TOTALS	54	90	172	58	144	3,128	276	288	-	144	4,354

RESULTS AND CONCLUSIONS

District Participation in Title I, ESEA

Districts not using Title I Funds

Result:

1. Sixty-one school districts did not use FY 1975 Title I money. This is eight more districts than the 53 districts that did not participate in FY 1974 and 23 more than the 38 nonparticipating districts in FY 1973. The percent of nonparticipating districts has risen from 11% to 18% over a three-year period.
2. Forty of the nonparticipating districts had allocations of $4999 or less. Twenty-one of the districts had larger allocations, ranging from $500 to over $30,000.
3. Fifty-eight of the 61 districts enrolled less than 499 children in the school system.

Conclusions:

There appear to be two main reasons for nonparticipation by school districts.

1. Small allocations which make it difficult to develop a program.
2. Small school districts where frequently there are few personnel who could devote time to writing the Title I application, evaluation, etc.

Selection of Student Participants

Results:

Children grade level and above, as measured by achievement tests, are perhaps being served in Title I projects.

Conclusion:

Project personnel must design instructional programs that remedy the assessed needs of the educationally disadvantaged students in the district's target schools. Title I guidelines call for: assessment of student needs; programs and performance objectives designed to meet these needs; and an evaluation that determines whether or not these needs are met. Guidelines also specify that educationally disadvantaged students be placed on a priority list with those served first being those who have the greatest need.

Answering the following questions may help project personnel to improve program planning:

1. Is the needs assessment accurate and up to date?
2. Are performance objectives keyed to the need? Or to the vehicle to reach the need? Or to both?
3. Do projects serve students with the most severe educational needs as a top priority?

Though the data is inconclusive and cannot be treated as conclusive, it does provide indication that districts must look at their student selection to insure they meet Title I guidelines and are in compliance with Oregon law.

Title I guidelines identify educationally disadvantaged children as "one to two years below grade level." Oregon Administrative Rules indicate, "Tests of intelligence, ability, achievement or aptitude shall not be used as the sole criterion for placement of students in educational groups or tracks."

Each district should develop student selection criteria in accordance with Title I guidelines and Oregon Administrative Rules.

District Performance Objectives

Result:

An analysis of district performance objectives indicates that students are usually expected to demonstrate achievement on a test rather than through the performance of specific skills or behaviors in actual situations.

Conclusion:

Written tests are used because federal Title I legislation requires standardized test scores to measure achievement. Districts should consider supplementing these tests with performance indicators of task and/or skill competency. These performance indicators may show student progress more effectively and provide more specific information for program planning and design. While performance objectives must continue to be written in measurable terms, achievement tests alone may not measure student growth accurately, since the disadvantaged student population do not usually perform well on standardized tests.

Result:

Analysis of district performance objectives also shows that the majority of Title I students achieved the objectives at a 100% success level in both regular and summer terms.

Conclusion:

Student success in achieving district performance objectives could be measured more accurately if a better selection of instruments were available, and if

assessed needs, student selection and performance objectives were consistent with each other.

Needs Assessment and Project Focus

Result:

Some districts mistakenly submit needs as their performance objectives; further, these assessed needs often focus on district rather than student needs. The following LEA project statements may reflect school rather than student needs:

1. Need for cooperation and understanding by teachers and parents of educationally disadvantaged students.
2. Need for success in first and second grade classroom performance in basic skill areas.
3. Need for individualized instruction to improve classroom productivity.
4. Need for early diagnosis and remediation of basic skill deficiencies.

Conclusion:

State Title I guidelines specify student educational need as the primary concern of Title I projects. Although school needs are integral to the delivery of services to students, direct help to students in their area of need is the special emphasis of Title I.

Instruction

Result:

The trend seems to be toward a concentration of effort on reading instruction.

Conclusion:

Reading achievement is assessed as a primary educational need in the nation and may certainly be the primary need in Oregon. However, some Oregon districts have begun to find that needs assessments reveal math skills as a primary need and are developing math projects to meet this need. This reinforces the Title I guideline which calls for regular student needs assessments to provide information for project design and instructional program planning.

Cognitive and Affective Gain

Results:

The subsamples with student achievement data are too small to use for generalizations or predictions. There are some indications, however, that the areas of cognitive and affective gain should be noted for further investigation.

The small subsamples indicate that Title I students make cognitive gains of 1 to 1.3 months in grade level achievement for each month of instruction (as measured by standardized tests).

Affective gains are difficult to measure. Anecdotal and observation data indicate positive growth in affective areas. However, student attendance records and testing instruments do not report student gains in affective areas—either in self-concept or in attitude toward school.

Conclusion:

Success in school is an assessed need in most Title I projects because it is directly related to cognitive and affective gains. Continued attention must be given to designing projects which not only remediate skills but provide learning environments which stimulate positive feelings and attitudes.

Result:

An estimated 15% of the testing scores used to measure FY 1975 projects used a pretest which in no way corresponded to the post-test.

Conclusion:

Gain scores are extremely difficult to statistically analyze. Gain scores measured from two entirely different tests are not usually valid. Districts need to be more attentive to selection of pre- and post-testing.

Result:

In a few instances children performed according to their estimated ability potentials.

Conclusion:

Ability potentials are estimated by teachers, using observation, report cards and achievement data. The results may have indicated that the "Law of Expectation" was not in operation during the FY 1975 year.

Parent Participation

Result:

The total participation of parents on Parent Councils in FY 1975 was 67% in the regular term and 70% in the summer term, compared to 62% and 64% in FY 1974.

Note:

State Title I guidelines mandate a high percentage of

parent membership, specifying that "more than a simple majority" of Title I Parent Councils be parents. Guidelines also specify that Parent Council members be involved in all levels of needs assessment, project planning, visitation, and evaluation.

State Educational Objectives

Result:

Title I projects, in serving assessed needs of students, also attend to instructional priorities of the State Board of Education and the educational objectives of the Division of Compensatory Education.

Conclusion:

1. Many State Board of Education priorities and Compensatory Education objectives are relevant to the assessed needs of school districts.
2. Title I projects are part of a well-conceived educational system that attempts to make equal educational opportunity available to all students.

Neglected and Delinquent Children

Result:

Fourteen percent or approximately 679,570 Oregon children are under the care of Children's Services Division (CSD). The majority of these children are educated in the public schools.

Conclusions:

Oregon school staff need to become alert to the fact that more than 10% of their students are also being served by CSD. Many of these children with life problems may also have learning problems.

The following Attorney General opinions are relevant:

Is a school district required to admit into its schools children who have been placed in a child-caring agency certified by the Children's Services Division under ORS 418.240 and located within the district, but who were placed in such agency from outside the district?

Yes.

If such a child is unable to attend school, at least without danger to himself or others, must he be otherwise provided with instruction by the school district under ORS 339.030(4)?

Yes, if the district school board has determined under the statute that a child meets the criteria for such instruction.

Is it the district where the child-caring agency is located or the district of the child's prior residence which may place a qualifying child in a special educational program under ORS 343.060, 343.221 or 343.509?

The district where the child-caring agency is located.

If the district where the agency is located places a child in a special education program referred to in the third question is it, rather than the district of the child's prior residence, entitled to such reimbursement as the state may provide for such programs?

Yes. (Attorney General Opinion 7175)

Legal opinions held redirect emphasis to solve problems, however, human compassion and understanding are prime prerequisites to the solution.

APPENDIX I

CHART 45

EXPENDITURES BY GEOGRAPHICAL DISTRIBUTION

	Approved Expenditures	Approved Expenditures for COOPS	Approved Expenditures for N&D's	Approved Expenditures Year-Round	TOTAL AMOUNT Approved for Expenditure
EAST					
Baker	$ 119,584	$	$	$	$ 119,584
Crook	60,917				60,917
Deschutes	145,016		2,200		147,216
Gilliam	9,697				9,697
Grant	15,202				15,202
Harney	16,110	16,535			32,645
Hood River	45,805				45,805
Jefferson	69,492				69,492
Klamath	266,343				266,343
Lake	30,555	22,469			53,024
Lincoln	161,061				161,061
Malheur	233,500				233,500
Morrow	27,541				27,541
Sherman		20,525			20,525
Umatilla	148,313		2,660		150,973
Union	40,291		3,237		43,528
Wallowa	11,432	10,080			21,512
Wasco	79,997				79,997
Wheeler	7,271				7,271
	1,488,127	69,609	8,097		1,565,833
WEST					
Benton	157,194	12,435	2,271		171,900
Clatsop	129,214				129,214
Columbia	130,139				130,139
Coos	333,238		2,490		335,728
Curry	75,843				75,843
Douglas	397,812		2,050		399,862
Jackson	580,539		1,379		581,918
Josephine	307,293				307,293
Lane	1,070,225	34,395	7,013		1,111,633
Linn	400,612	20,846	3,000		424,458
Marion	934,389	17,474	2,769		954,632
Polk	165,088				165,088
Tillamook	107,115				107,115
Yamhill	307,090		5,461		312,551
	5,095,791	85,150	26,433		5,207,374
METRO					
Clackamas	639,539		7,279	46,494	693,312
Multnomah	488,469		4,023	44,169	536,661
Washington	500,737	20,054	862		521,653
	1,628,745	20,054	12,164	90,663	1,751,626
PORTLAND	2,307,503		7,123		2,314,626
TOTALS	$10,520,166	$174,813	$53,817	$90,663	$10,839,459

CHART 46

Percent of Public School Students Participating in Title I by Grade Level

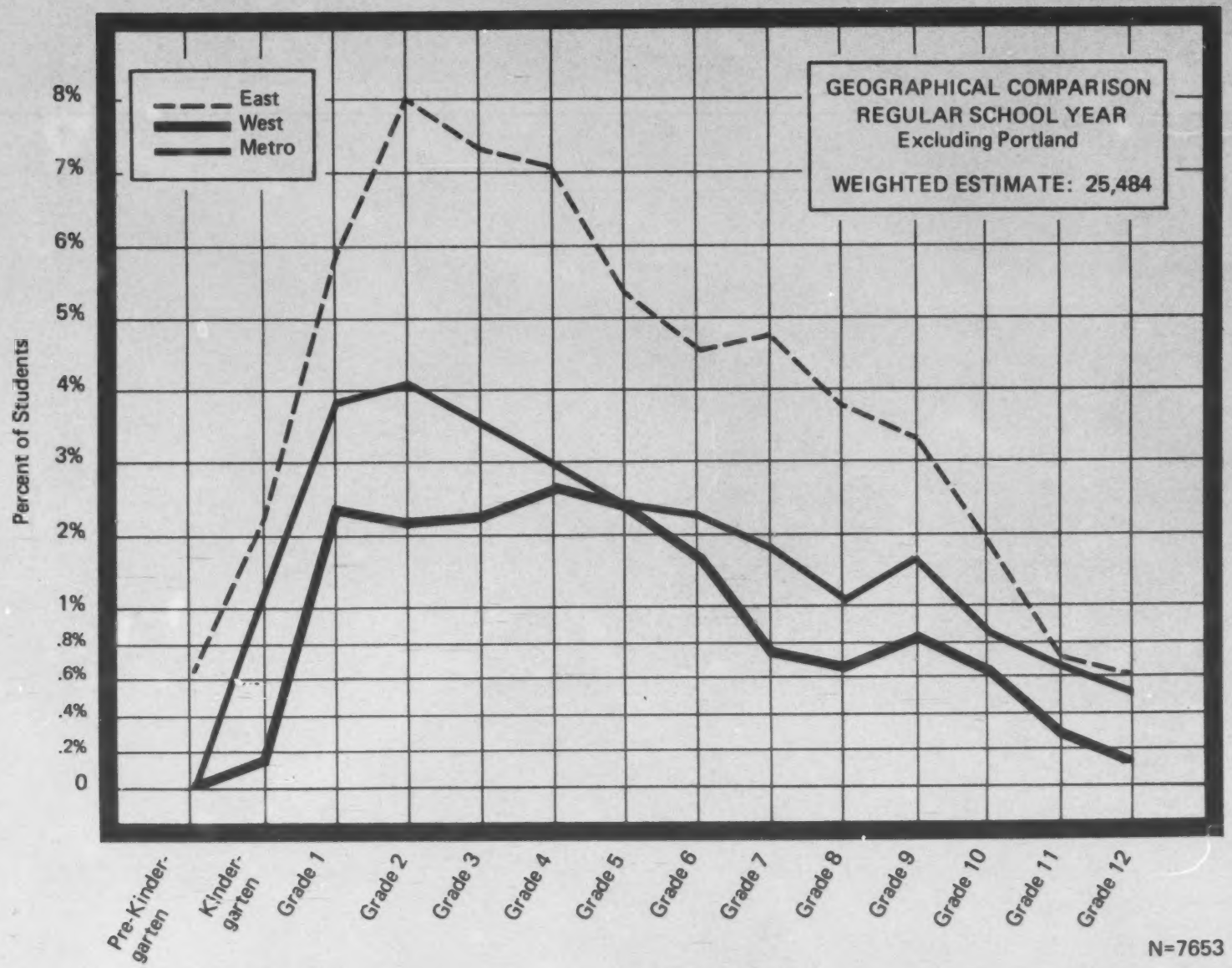


CHART 47

PERCENT OF STUDENTS IN MAJOR INSTRUCTIONAL AREAS

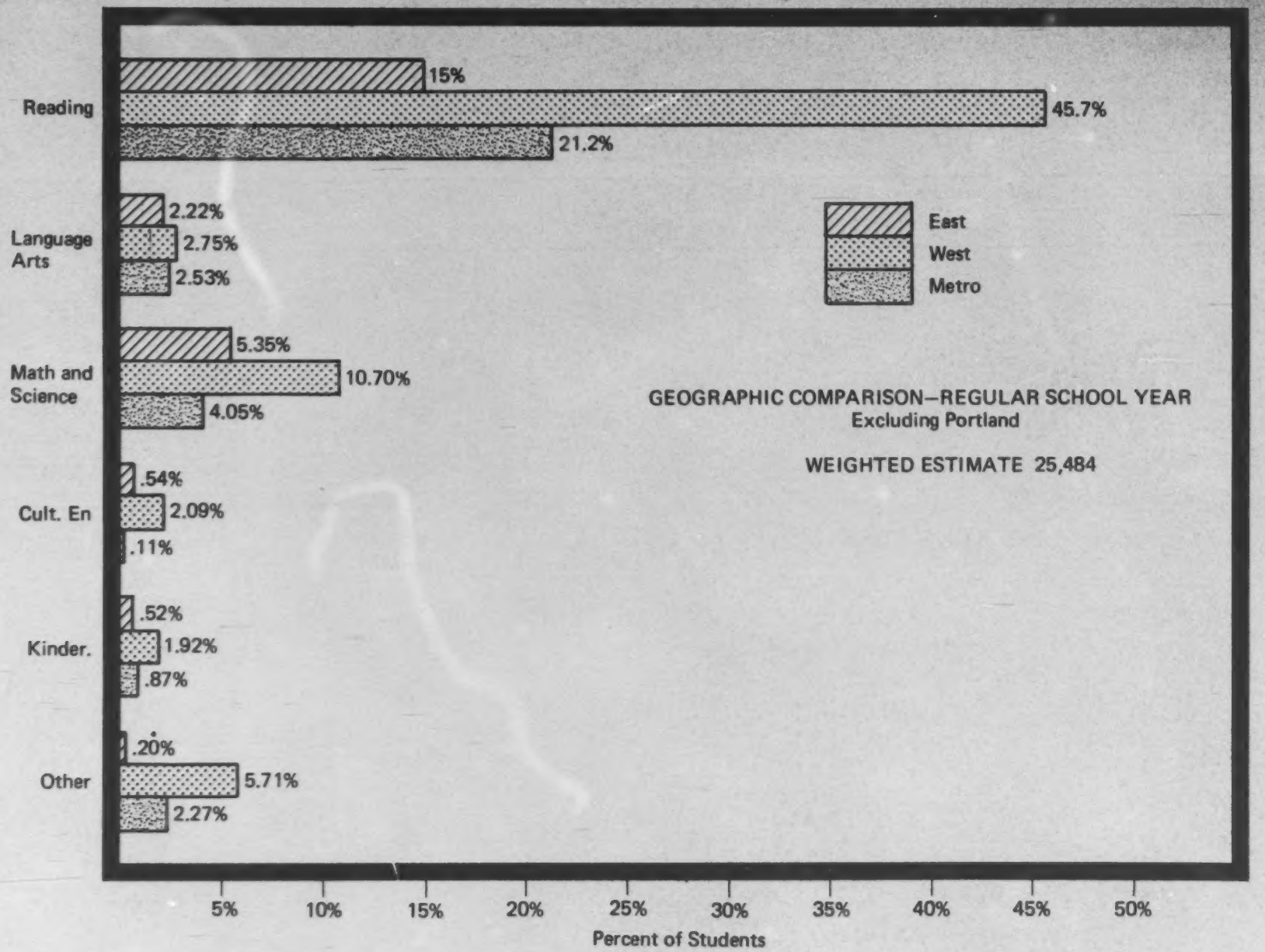


CHART 48

PERCENT OF EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS

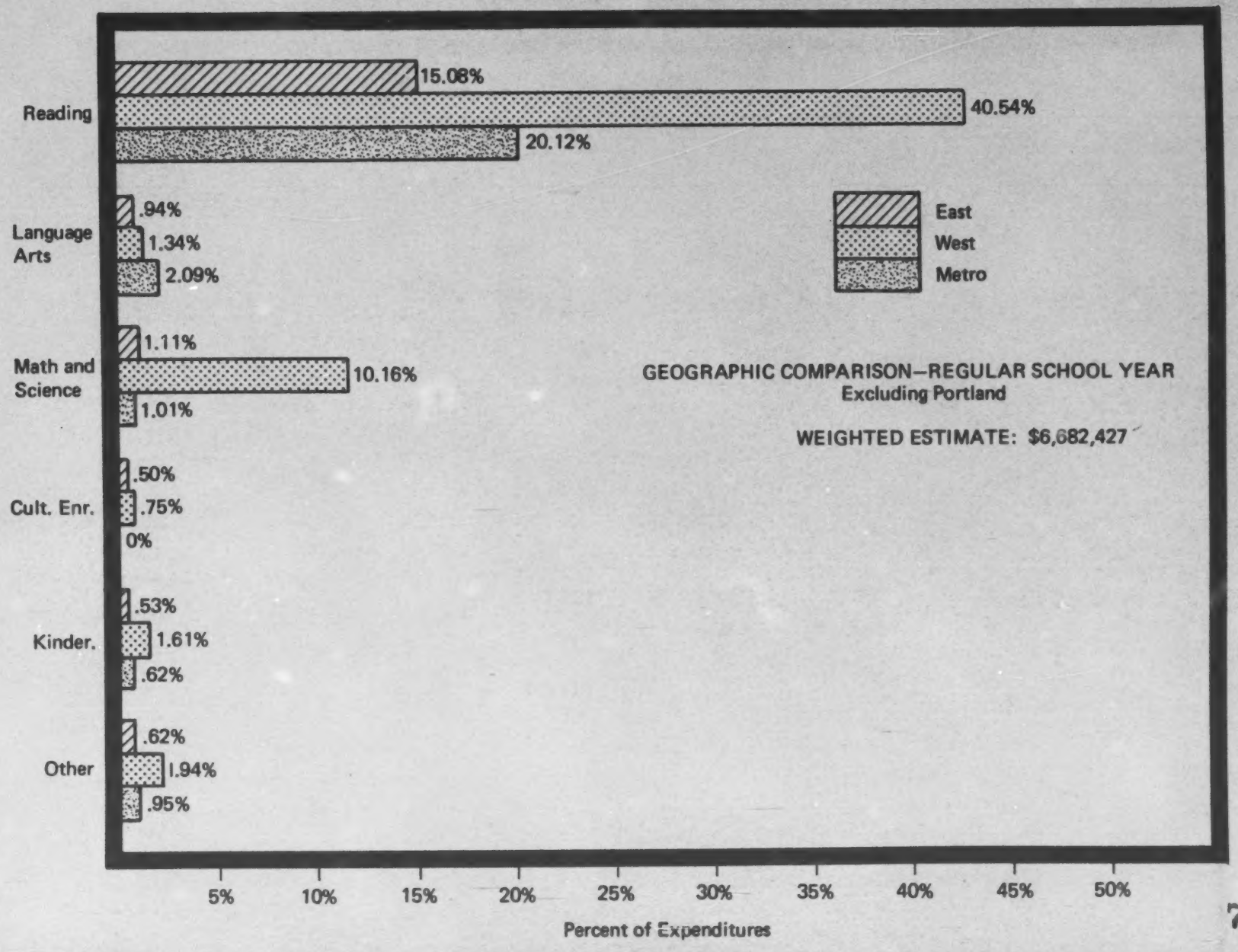


CHART 49

PERCENT OF STUDENTS RECEIVING SUPPORT SERVICES

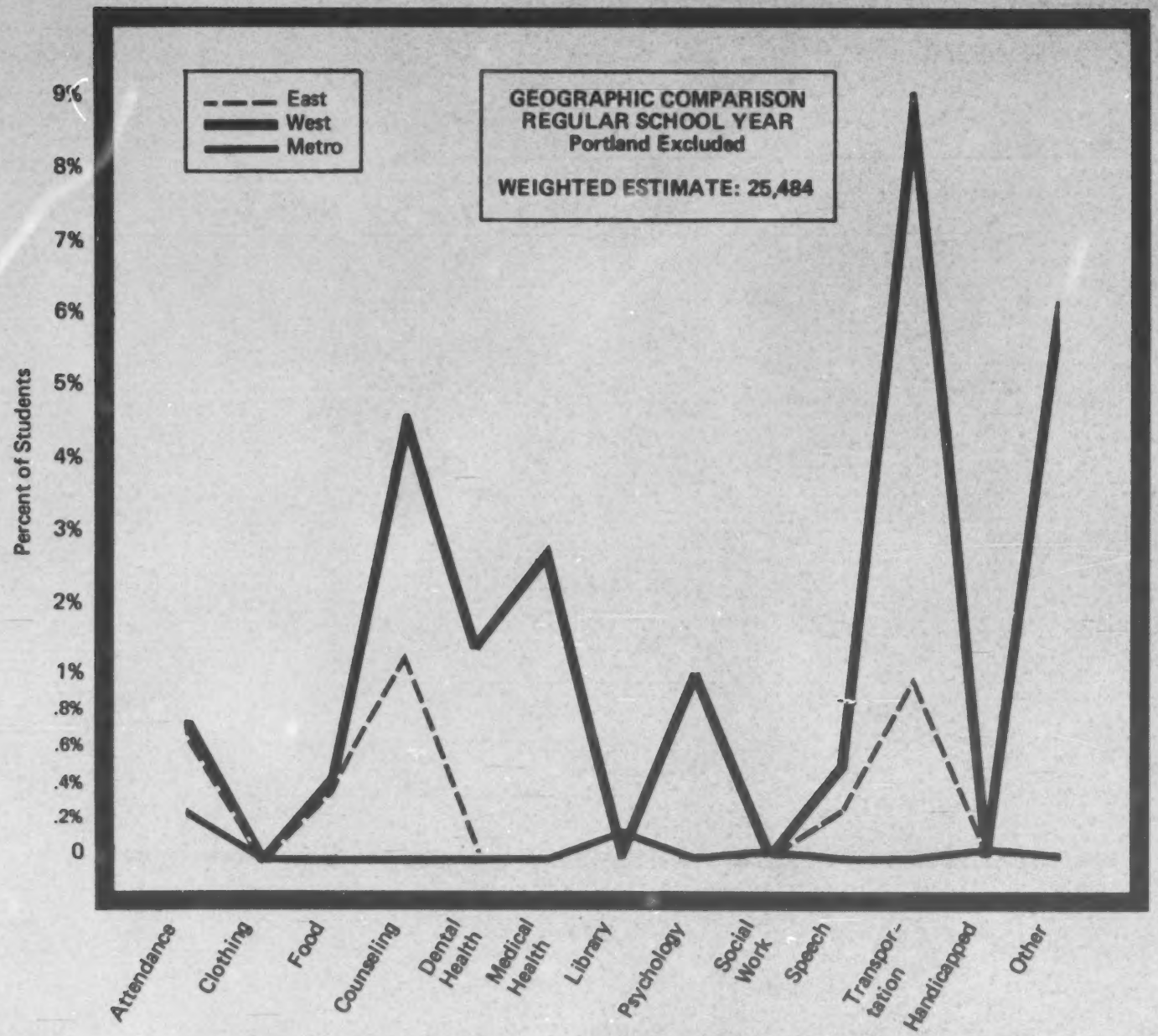


CHART 50

PERCENT OF EXPENDITURES FOR SUPPORT SERVICES

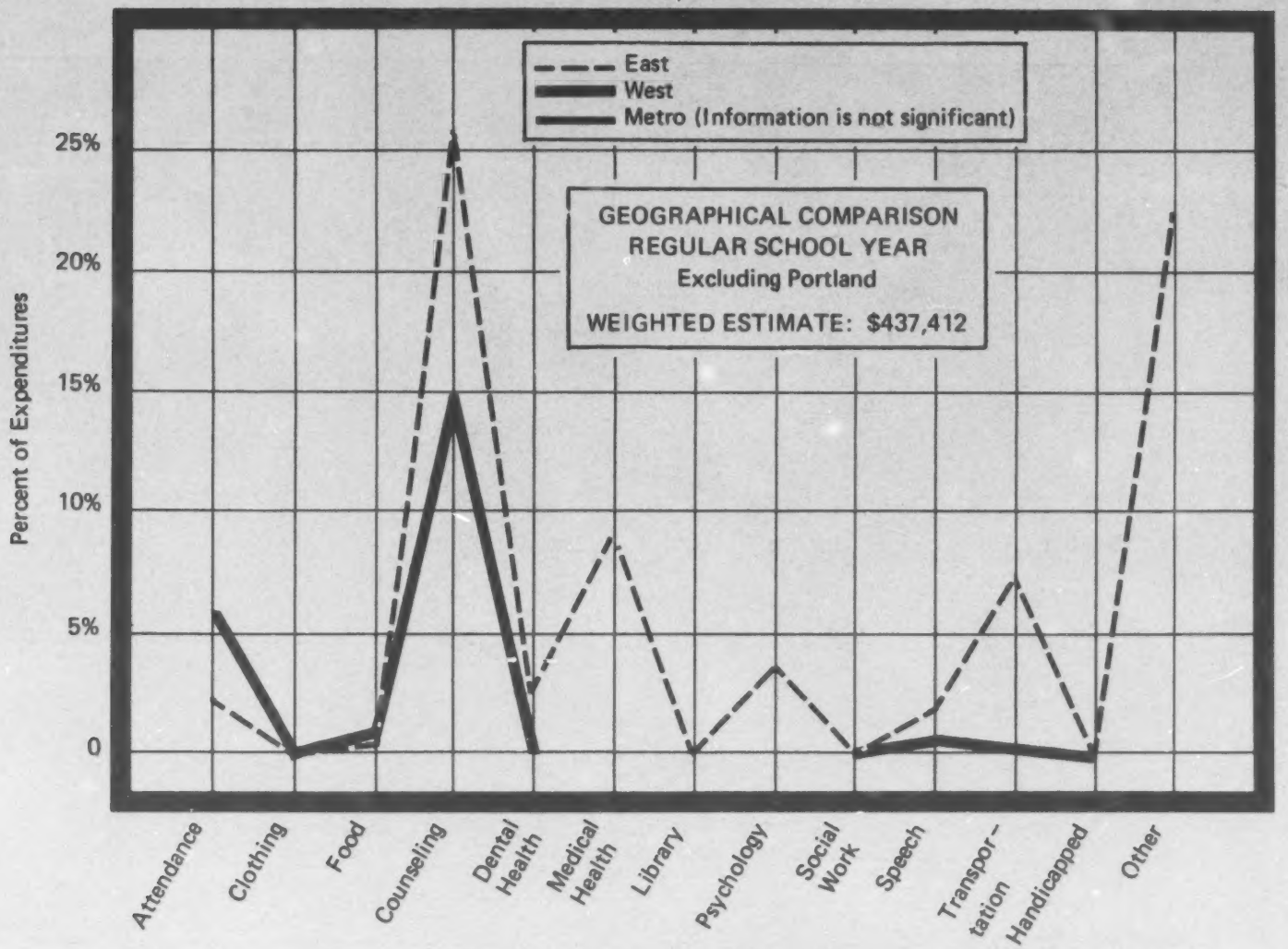
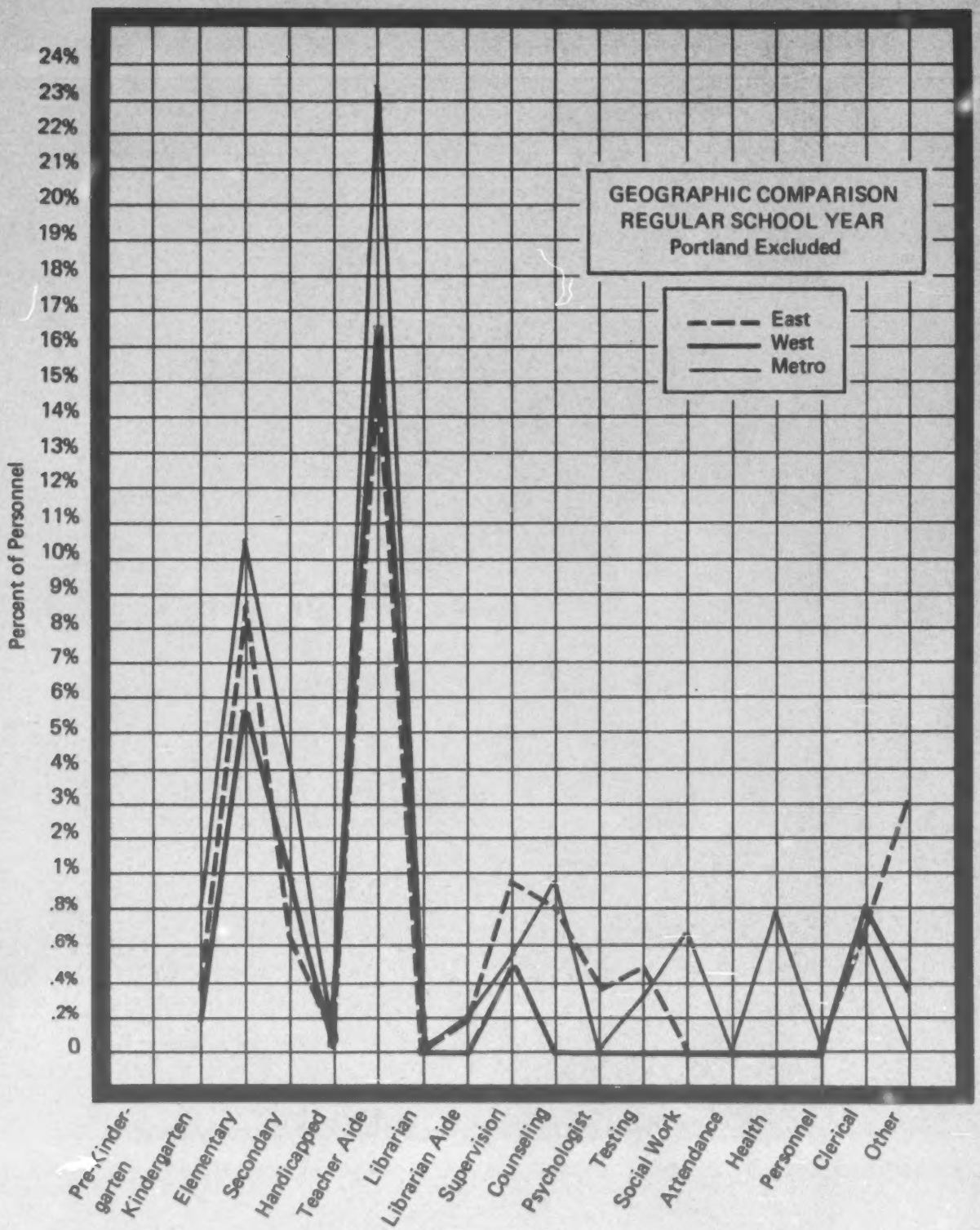


CHART 51

TYPES OF SCHOOL PERSONNEL EMPLOYED WITH TITLE I FUNDS



APPENDIX II

OREGON BOARD OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310

Compensatory Education
Title I, ESEA

Title I, ESEA Evaluation Report

Date _____

PART A: IDENTIFICATION

1. Name and Position of Person Completing the Report _____
2. School District Name, No., and Address _____
3. County _____
4. Project Title _____
5. State Project Number _____
6. School Term Reported A ____ Regular Only B ____ Summer Only
   (If both summer and regular, submit separate reports.)
7. Was it a Cooperative Project? ☐ Yes ☐ No
   Number of Districts in Cooperative Project _____

81-581-2316 Rev. 4-72

PART B: MEASUREMENT OF MAJOR OBJECTIVES

First Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

_____
_____
_____
_____
_____
_____
_____

1-B No. of Children

_____ Fully achieved the expectation as stated in objective. (100%)
_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
_____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Second Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

_____
_____
_____
_____
_____
_____
_____

1-B No. of Children

_____ Fully achieved the expectation as stated in the objective. (100%)
_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
_____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Third Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

_____
_____
_____
_____
_____
_____
_____

1-B No. of Children

_____ Fully achieved the expectation as stated in the objective. (100%)
_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
_____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Item 2-A Standardized achievement test scores used to determine project results.

Name of Pre-test _____ Form _____ Date _____

Name of Post-test _____ Form _____ Date _____

(1) List the child By Name or Code Number	(2) Actual Grade Level	(3) Indicate Student Potential (Circle One)	(4) Pre-Test Score	(5) Post-Test Score	(6) Difference in Score + or -
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
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		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			

(If additional forms are needed, please request from the State Title I office.)

Item 2-B Standardized instruments other than achievement tests used for objective evidence of project results.

Name of Pre-test _____ Form _____ Date _____

Name of Post-test _____ Form _____ Date _____

(1) List the Child Name or Code Number	(2) Pre-Test Scores	(3) Post-Test Scores	(4) Difference in Scores + or -

(If additional forms are needed, please request from the State Title I Office.)

Item 2-C Other types of evidence or indicators of project results.

PART C: STATISTICAL INFORMATION

Item 1-A Unduplicated number of children by grade levels participating in the project.

(1) Grade Level	(2) No. of Public School Children Participating
Pre-K	
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	

(1) Grade Level	(2) No. of Public School Children Participating
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Total	

Item 1-B The number of weeks the project actually operated. _____ Weeks

Item 1-C Expenditure for parent involvement $ _____

No. of parent participants _____

Item 1-D Expenditure for in-service for Title I staff $ _____

No. of Title I Staff provided in-service _____

Item 1-E Expenditures from budget account line items:*

100 _____ 800 _____

600 _____ 1200 _____

700 _____

*DO NOT INCLUDE LINE ITEMS FROM SERIES 200, 300, 400, 500, 900, and 1000. These line items are to be distributed appropriately in Item 1C page 9 and/or Item 1D page 10.

Item 1-F Number and Classification of Personnel Employed with Title I Funds

Type of Personnel	Number of Personnel (1) Total	(2) FTE**
Teaching–Prekindergarten		
Teaching–Kindergarten		
Teaching–Elementary		
Teaching–Secondary		
Teaching–Handicapped Children		
Teacher Aides		
Librarian		
Librarian Aide		
Supervision		
Counseling		
Psychologist		
Testing		
Social Work		
Attendance		
Nurse		
Physician		
Dentist		
Dental Hygienist		
Clerical		
*Other (Specify)		
TOTALS		

*Bus driver, cook, consultant, community agent, graphic artist, etc.
**Refer to *Guidelines and Instructions for Title I, ESEA.*

Item 1-G Number of children involved, grade levels, and dollars expended for:

INSTRUCTIONAL ACTIVITY	Number of Children: Pre Sch.	1	2	3	4	5	6	7	8	9	10	11	12	Funds Expended Rounded to Nearest Dollar $
1 Art														
2 Business Education														
3 Cultural Enrichment														
4 English Reading														
5 English Speech														
6 English-Other Lng. Arts														
7 English-Second Language														
8 Foreign Language														
9 Home Economics														
10 Industrial Arts														
11 Mathematics														
12 Music														
13 Phys. Ed./Recreation														
14 Natural Science														
15 Social Science														
16 Other Vocational Ed.														
17 Special Activities-Handi.														
18 Pre-K & Kindergarten														
19 Other (Specify)														
Total														$

SUPPORTIVE SERVICES ACTIVITY	Number of Children: Pre Sch.	1	2	3	4	5	6	7	8	9	10	11	12	Funds Expended Rounded to Nearest Dollar $
1 Attendance														
2 Clothing														
3 Food														
4 Guidance Counseling														
5 Health-Dental														
6 Health-Medical														
7 Library														
8 Psychological														
9 Social Work														
10 Speech Therapy														
11 Transportation														
12 Special Services-Handi.														
13 Other (Specify)														
Total														$

PART D: SELECTED INFORMATION FOR NONPUBLIC SCHOOL INVOLVEMENT

Item 1-A Complete only for participating students from nonpublic schools.

(1) Grade Level	(2) Participating No. of Students	(3) TIME OF DAY: Regular School Day	Before School	After School	Weekends	Summer
Pre-K						
Kind.						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Totals						

Item 1-B Enter the number of nonpublic school students participating in programs located on:

Public school grounds only _____
Nonpublic school grounds only _____
Both public and nonpublic school grounds _____
Other than public or nonpublic school grounds _____

Item 1-C Were nonpublic school personnel involved in program planning and reporting?

___Yes ___No If no, explain _____

Item 1-D Number of nonpublic school children involved, grade levels, and dollars expended for:

INSTRUCTIONAL ACTIVITY	No. of Nonpublic Children by Grade Level: Pre Sch.	I	II	1	2	3	4	5	6	7	8	9	10	11	12	Funds Expended Rounded to Nearest Dollar $
1 Art																
2 Business Education																
3 Cultural Enrichment																
4 English Reading																
5 English Speech																
6 English-Other Lng. Arts																
7 English-Second Language																
8 Foreign Language																
9 Home Economics																
10 Industrial Arts																
11 Mathematics																
12 Music																
13 Phys. Ed./Recreation																
14 Natural Science																
15 Social Science																
16 Other Vocational Ed.																
17 Special Activities-Handi.																
18 Pre-K & Kindergarten																
19 Other (Specify)																
20 Total Estimated Cost for Instructional Activities for Nonpublic School Children																$

SUPPORTIVE SERVICES ACTIVITY	No. of Nonpublic Children by Grade Level: Pre Sch.	1	2	3	4	5	6	7	8	9	10	11	12	Funds Expended Rounded to Nearest Dollar $
1 Attendance														
2 Clothing														
3 Food														
4 Guidance Counseling														
5 Health-Dental														
6 Health-Medical														
7 Library														
8 Psychological														
9 Social Work														
10 Speech Therapy														
11 Transportation														
12 Special Services-Handi.														
13 Other (Specify)														
14 Total Estimated Cost for Supportive Services Activities for Nonpublic School Children														$

PART E: PROGRAM REQUIREMENTS

Item 1 Community involvement

Item 1A Report the numerical composition of the local parent and community planning committee and date of committee meetings by entering the number of participants behind each category:

Parents _____ Other (Specify) _____ _____

Teachers _____ _____

Administrators _____ Meeting Dates _____

Item 1-B How effective was the committee? _____

_____

_____

_____

_____

_____

Item 2 In-service

Item 2-A Did your program have a teacher-teacher aide in-service?

Yes _____ No _____

Item 2-B If your answer was yes, describe in a short statement. _____

_____

_____

_____

_____

_____

Item 2-C Attach any material you might have to further explain your teacher-teacher aide in-service.

Item 3 Dissemination

Item 3-A What method(s) of disseminating information about the Title I project was used?

_____

_____

_____

_____

_____

Item 3-B Attach any examples of information dissemination you have used.

PART F: LOCAL CONTRIBUTION

Item 1-A If your LEA augmented your Title I program directly by providing funds in an effort to concentrate the program on selected students, indicate the amount to the nearest dollar. $ _____

Item 1-B The expenditure of LEA funds was for: (check those that apply)

Salaries _____ Other (Specify) _____

Teaching Materials _____ _____

Fixed Charges _____ _____

Equipment for Instruction _____ _____ _____

_____

Item 2 LEA changes

Item 2-A As a result of your Title I program has the LEA changed or altered its regular instructional program?

Yes _____ No _____

If the answer is yes, please explain: _____

_____

_____

_____

_____

_____

Item 2-B Has the LEA local budget absorbed the costs of part or all the Title I program, thereby releasing the Title I funds to be used for a different program for the fiscal year reported? _____ Yes _____ No. If the answer is yes, please explain:

_____

_____

_____

_____

Item 3 Relate any human interest stories or incidents involved in your Title I project which might indicate perceptual and/or behavioral changes resulting from project activities. (Use additional pages if needed.)

_____

_____

_____

_____

_____

_____

APPENDIX II
A Taxonomy of Oregon Basic Education—Second Draft

I. PERSONAL DEVELO… BASIC SK…

LANGUAGE ARTS &/OR COMMUNICATION SKILLS

I. **Listening-Talking-Perceiving**
- A. Language systems
  - 1. Varieties & bilingualism
  - 2. Uses
  - 3. Communication sense
- B. Motor & conceptual skills
  - 1. Oral language
  - 2. Silent language skills
    - a. Thinking, logic, reasoning
    - b. Intro-personal communication

II. **Listening**
- A. Analyze verbal communication
- B. Synthesize
- C. Evaluate
- D. React to verbal communication
  - 1. Problem solving
  - 2 Decision-making
  - 3. Application

III. **Speaking**
- A. Developmental speech
- B. Speech therapy
- C. Informal discussion
- D. Public speaking
- E. Debate

IV. **Reading***
- A. Word attack skills
- B. Vocabulary
- C. Comprehension & analysis
- D. Speed

V. **Composition &/or Writing**
- A. Mechanics of writing
  - 1. Handwriting
  - 2. Spelling
  - 3. Capitalization
  - 4. Punctuation
- B. Forms of writing
  - 1. Formal
  - 2. Informal
  - 3. Creative

***Type of Reading Program**
1—Developmental
2—Corrective
3—Remedial
4—Enjoyment

COMPUTATIONAL & ANALYTIC SKILLS

I. **Classification**
- A. Grouping by various characteristics
- B. Comparing
- C. Ordering

II. **Basic Operations**
- A. Estimation and approximation
- B. Numbers, numeration, use of numbers
  - 1. "Friendliness" for numbers
  - 2. "Feeling" for numbers (large, small, etc.)
  - 3. System of numeration
  - 4. Patterns
  - 5. Common uses of numbers
- C. Computation
  - 1. Efficient use of algorithms
  - 2. Use of mechanical and/or electronic aids

III. **Problem Solving**
- A. Identify, verbalize and analyze problems
- B. Gather, organize, present and interpret data
- C. Estimate, predict
- D. Choose or devise solution strategies
- E. Computation (by hand or tool as appropriate)
- F. Evaluation, validation, checking

IV. **Symbolic Representation**
- A. Numerals
- B. Operations
- C. Number sentences

V. **Principles of Mathematics**
- A. Numerical
  - 1. Elementary number theory
  - 2. Commutative, associate, distributive laws, identity, inverse
  - 3. Rules for divisibility
  - 4. Algorithms
  - 5. Exponentiation, scientific notation
- B. Ratio and proportion
- C. Algebraic
- D. Geometric (relationships in plane and space)
- E. Logical thought processes

VI. **Graphs, Statistics, Probability, Prediction**

VII. **Measurements (primarily SI metric)**
- A. Estimation
- B. Space
  - 1. Linear
  - 2. Area
  - 3. Volume
- C. Mass
- D. Temperature
- E. Time

VIII. **Applications**
- A. Problems relevant to students
- B. Problems relevant to vocational courses and career cluster support

IX. **Computational and Programmable Devices**
- A. Programming operational algorithms
- B. Data processing
- C. Investigating mathematics through the calculator
- D. Use of calculating tools
  - 1. Abacus
  - 2. Calculator
  - 3. Computer

SCIENTIFI…

I. …mploying…
- A. Problem…
  - 1. Iden…
  - 2. Prob…
  - 3. Pres… solvi… char…
- B. Variabl…
  - 1. Iden…
  - 2. Rela…
  - 3. Con…
- C. Data tre…
  - 1. Orga…
  - 2. Clas…
  - 3. Inte…
- D. Models …
  - 1. Pred…
  - 2. Simu…
- E. Use of t…
  - 1. Cont… syste…
- F. Use of t… scientifi…
  - 1. Mech…
  - 2. Elect…

II. **Establish a …**
- A. Scientifi…
- B. Theories…
- C. Principl…

III. **Interaction … Quality of L…**
- A. Evaluate… in scienc… its impac…
- B. Examine… perspect… informat…
- C. Value sci… methodo… personal … problems…

II. SOCIAL RESPONSIBILITY &/OR CITIZENSHIP

CITIZENSHIP (GOVERNMENT AND HUMAN RELATIONS)
- I. Community
- II. State
- III. Nation
- IV. International

CITIZEN-ENVIRONMENTAL
- I. Interdependence of Life Systems
- II. Alternative Solutions to Environmental Problems
- III. Human Environments
- IV. Natural Environments

CITIZEN ON THE STREETS AND HIGHWAYS
- I. Rights
- II. Responsibilities
- III. Skills

CONSUMER OF GOODS AND SERVICES
- I. Employment and Inco…
- II. Money Management
- III. Credit
- IV. Purchase of Goods and Services
- V. Rights and Responsibil… in the Market-place

B. Hunt 6/5/73

I. PERSONAL DEVELOPMENT &/OR BASIC SKILLS

SCIENTIFIC & TECHNOLOGICAL PROCESSES

I. **Employing Process in Scientific Inquiry**
- A. Problem solving
  1. Identifying
  2. Problem solving strategies
  3. Prescriptive representations for solving problems, schematics, flow charts, computer programs
- B. Variables
  1. Identification
  2. Relationships, graphs, tables, etc.
  3. Control
- C. Data treatment
  1. Organize
  2. Classify
  3. Interpret, etc.
- D. Models used for:
  1. Prediction
  2. Simulation
- E. Use of feedback systems in—
  1. Controlling real and simulated systems
- F. Use of tools of technology &/or scientific instrumentation
  1. Mechanical
  2. Electronic

II. **Establish a Knowledge Base**
- A. Scientific assumptions
- B. Theories
- C. Principles, laws & facts

III. **Interaction of Science, Technology & Quality of Life**
- A. Evaluate present & proposed activity in science & technology in terms of its impact on the quality of life
- B. Examine scientific assumptions in the perspective of historical & current information
- C. Value scientific knowledge and methodology as one means of solving personal consumer and social problems

HEALTHY MIND & BODY

I. **Mental Health**
- A. Individual
  1. Self-actualization
     - a. Self-concept
     - b. Value system
     - c. Decision-making
     - d. Problem solving
     - e. Coping techniques
  2. Intrapersonal skills
     - a. Communication
     - b. Behaviors
- B. Community
  1. Interpersonal Skills
     - a. Communication
     - b. Behaviors
  2. Pluralistic Society
     - a. Culture
     - b. Values

II. **Physical Health & Skills**
- A. Individual
  1. Self-actualization
     - a. Growth & development
     - b. Personal care
     - c. Fitness
       1. Nutrition
       2. Biological
       3. Neuromuscular
     - d. Skills
  2. Body Skills
     - a. Movement
     - b. Psychomotor
     - c. Control
  3. Games & sports
     - a. Individual
     - b. Dual
     - c. Team
     - d. Recreational
     - e. Lifetime
- B. Community
  1. Disease
     - a. Communicable
     - b. Noncommunicable
     - c. Congenital
  2. Problems of abuse
     - a. Drugs
     - b. Alcohol
     - c. Food
     - d. Other

VI. **Self-Actualization**
- A. Awareness
- B. Valuing

VII. **Aesthetics**
- A. Awareness
- B. Exploration
- C. Experiences
- D. Skills
- E. Attitudes
- F. Values

LIFE-LONG LEARNER

I. **Human Nature**
- A. Commonalities
- B. Differences
- C. Dignity and worth

II. **Inter- & Intra-Personal Skills**
- A. Communication
- B. Behaviors

III. **Learning to Learn**
- A. Alternative learning techniques
- B. Fact finding

IV. **Problem Solving Skills**
- A. Recognize, verbalize and analyze problems
- B. Gather, organize, present and interpret data
- C. Diagram, construct models, relate to previously solved analogous problems
- D. Estimate, predict, recognize reasonable limits
- E. Choose or devise solution strategies
- F. Evaluation, validation, interpretation of solution

V. **The Helping Relationship**
- A. Helping
- B. Leadership
- C. Followership

III. CAREER EDUCATION

CONSUMER OF GOODS AND SERVICES
- I. Employment and Income
- II. Money Management
- III. Credit
- IV. Purchase of Goods and Services
- V. Rights and Responsibilities in the Market-place

CAREER AWARENESS
- I. Awareness of Self
- II. Appreciation of Work
- III. Awareness of Occupations
- IV. Respect for Occupational Choices

CAREER EXPLORATION
- I. Career Orientation
- II. Work Interest "hands on experience"
- III. Occupational Classifications & Clusters
- IV. Elements of Occupational Decision Making
- V. Tentative Career Choices

OCCUPATIONAL PREPARATION
- I. Skills Development
- II. School Experience & Career Goals
- III. Occupational Classifications & Clusters
- IV. Attitudes and Job Success
- V. Work Experience

OCCUPATIONAL SPECIALIZATION
- I. Specific Occupational Knowledge
- II. Employer-Employee Relationships
- III. Retraining &/or New Directions

Chart adapted from the New Minimum State Requirements for school graduation adopted by the Oregon Board of Education September 22, 1972.

APPENDIX III
A Taxonomy of Oregon Basic Education – Second Draft

APPENDIX IV

County and Statewide Expenditures

EDUCATIONALLY DISADVANTAGED STUDENTS SERVED AND COSTS PER STUDENT

	Regular Term	Summer Term
Public school enrollment	31,556	7,360
Nonpublic school enrollment	903	284
TOTAL ENROLLMENT in Title I Projects	**32,459**	**7,644**
Total Costs	$10,458,945	$1,159,150
Cost per Student	$322.22	$151.64

RECONCILIATION OF EXPENDITURES

Expenditures Projected from Sample Compared to Federal Funds Approved for Project Expenditure*

A.		B.	
Expenditures Reported by LEAs on the Evaluation Instrument		Federal Funds Approved for Project Expenditure	
Regular term	$10,458,945		
Summer term	1,159,150		
TOTAL	$11,618,095	TOTAL	$10,839,459

*Expenditures for projects in neglected and delinquent institutions are not included.

The discrepancy between Columns A and B reflects:

1. Column A figures were projected from the stratified, random sample used in compiling the data for this report.
2. Column B figures do not reflect internal carry-over of unexpended funds.
3. Column B figures are funds approved for expenditure; some of these funds were not spent.

COMPILATION OF STATEWIDE TITLE I BUDGET EXPENDITURES as Reported by LEAs* FY 1975

Expenditure Accounts		Regular School Year Dollars	Regular School Year %	Summer Programs Dollars	Summer Programs %
100	Indirect Costs	$ 169,015	1.61	$ 37,194	3.20
200	Instruction	8,576,748	82.00	862,980	74.44
300	Attendance Services	44,930	.42	942	.08
400	Health Services	124,919	1.19	18,634	1.60
500	Pupil Transportation	40,646	.38	57,626	4.97
600	Operation of Plant	6,121	.05	13,150	1.13
700	Maintenance of Plant	1,062	.01	8,058	.69
800	Fixed Charges	1,150,224	10.99	114,422	9.87
900	Food Services	8,732	.08	9,235	.79
1000	Student Body Activities	--		--	
1100	Community Services	192,634	1.84	19,743	1.70
1200	Equipment	143,914	1.37	17,166	1.48
	TOTAL EXPENDITURES REPORTED	**$10,458,945**	**99.94**	**$1,159,150**	**99.95**

*Statewide totals were projected from the stratified, random sample used in compiling the data for this report. The expenditures are those reported in the evaluation instrument and do not reflect audited figures. They are only indicative of areas of major expenditures relative to the desire of LEAs to conduct special programs for the educationally disadvantaged child.

Selected Data Pertaining to Title I, ESEA, by County, FY 1975

	Total No. of LEAs	Total No. of LEAs Eligible for Title I	Total No. of LEAs Participating	Maximum Grant (includes FY 74 carry-over)	Approved for Project Expenditures	No. LEAs in Cooperative Projects[2]	Total No. of Projects[3]
Baker	4	4	3	149,257	119,584		3
Benton	12	12	8	288,105	171,900	3-1	7
Clackamas	30	30	25	1,036,796	693,312		26
Clatsop	6	6	6	169,154	129,214		7
Columbia	5	5	5	236,363	130,139		5
Coos	6	6	5	456,211	335,728		6
Crook	1	1	1	70,666	60,917		1
Curry	8	8	6	130,176	75,843		6
Deschutes	4	3	3	186,853	147,216		4
Douglas	16	15	11	775,399	399,862		12
Gilliam	3	3	2	11,892	9,697		2
Grant	6	6	3	69,957	15,202		3
Harney	16	16	16	37,480	32,645	14-1	3
Hood River	1	1	1	99,376	45,805		1
Jackson	10	10	9	774,055	581,918		12
Jefferson	4	2	2	132,737	69,492		2
Josephine	2	2	2	356,130	307,293		2
Klamath	3	3	3	341,588	266,343		3
Lake	7	7	7	60,427	53,024	5-1	3
Lane	16	16	16	1,514,743	1,111,633	3-1	15
Lincoln	1	1	1	224,615	161,061		1
Linn	36	35	20	644,863	424,458	2-1	21
Malheur	15	12	9	357,129	233,500		12
Marion	35	35	34	1,329,321	954,632	6-2	30
Morrow	1	1	1	33,148	27,541		1
Multnomah	14	14	11	3,671,678	2,851,287		19
Polk	5	5	4	198,921	165,088		4
Sherman	6	6	6	32,095	20,525	6-1	1
Tillamook	6	6	6	149,634	107,115		6
Umatilla	15	15	11	447,102	150,973		13
Union	6	6	6	96,330	43,528		8
Wallowa	5	4	4	61,269	21,512	2-1	3
Wasco	9	9	7	172,108	79,997		6
Washington	13	13	13	695,334	521,653	4-1	12
Wheeler	3	3	2	13,110	7,271		2
Yamhill	9	9	9	400,827	312,551		10
TOTALS	339	330	278	*15,424,849	10,839,459	45-10	272

*Does not include Part C carry-over funds.

[1]Includes funds and number of projects in institutions for neglected and delinquent children.

[2]The first figure is the number of LEAs and the second figure is the number of cooperative districts.

[3]272 projects were approved for funding in FY 1975. Some of these projects ran in both the regular and summer terms, and are therefore counted twice because objectives in regular and summer term projects are often very different. A total of 349 projects have been evaluated: 223 regular term projects, 83 summer term projects, 11 cooperative projects, 28 projects in institutions for neglected and delinquent and 4 projects in year-round schools.

APPENDIX V CATEGORIES OF INSTRUCTIONAL EMPHASIS IN OREGON TITLE I PROJECTS, FY 1975

School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
BAKER																										
Baker 5J		★	★	★			★		★					★	★	★						★		★	★	RS
Baker County 30		★	★	★			★		★			★										★		★	★	R
Pine-Eagle 61					★	★								★				★				★		★		R
BENTON																										
*Alpine 26																										
Alsea 7J			★	★	★				★			★										★			★	R
Bellfountain 23			★	★				★														★				R
Corvallis 509J			★	★				★	★			★										★		★	★	R
Hawthorne Manor						★	★						★										★		★	R
*Irish Bend 24																										
Monroe 25			★	★	★				★			★		★								★				R
*Monroe UH 1J Coop.		★	★	★	★				★													★				RS
Philomath 17J		★	★	★	★	★			★	★												★				RS
CLACKAMAS																										
Boring 44			★	★	★				★			★										★				R
Butte Creek 67J		★		★	★		★		★			★										★		★		R
Canby 86			★	★	★				★	★				★								★		★		Y-R
Canby UH 1					★	★	★		★													★		★		S
Clarkes 32			★	★	★				★													★		★	★	R

Members of cooperative projects within a county are marked with an asterisk.

School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational/Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Colton 53				★	★	★			★	★												★		★	★	R
Cottrell 107			★	★	★	★			★			★										★		★	★	R
Damascus-Union 36			★	★	★				★			★		★								★		★	★	Y-R
Dickey Prairie 25			★	★	★				★							★						★		★	★	R
Estacada 108		★	★						★	★		★										★		★		R
Estacada UH 6					★	★			★	★												★			★	S
Gladstone 115				★	★	★			★			★										★		★		R
Lake Oswego 7			★	★	★				★	★												★		★		RS
Molalla 35			★	★				★	★													★		★	★	Y-R
Molalla UH 4					★				★					★								★		★		R
Mulino 84				★	★			★	★													★		★		R
Ninety-One 91			★	★				★	★													★		★		R
North Clackamas 12		★	★	★				★	★													★		★	★	R
Oregon City 62			★	★	★	★			★	★		★		★								★		★	★	RS
Youth Adventures Inc.					★	★			★	★									★				★			RS
Redland 116			★	★	★				★							★		★				★		★		R
Rural Dell 92		★	★	★	★		★		★													★		★		S
Sandy 46			★	★	★		★																★		★	R
Sandy UH 2					★	★			★													★				R
Welches 13			★	★	★				★			★										★				R
West Linn 3J			★	★	★	★		★	★	★												★		★		R

Members of cooperative projects within a county are marked with an asterisk.

School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
CLATSOP																										
Astoria 1 No. 1			★	★	★				★			★										★		★		R
Astoria 1 No. 2			★						★													★		★		S
Jewell 8			★	★					★			★		★								★		★		R
Lewis & Clark 5			★					★	★															★	★	R
Olney 11			★	★					★													★				R
Seaside 10			★		★				★	★												★		★	★	R
Warrenton 30			★	★	★	★			★	★		★										★		★	★	R
COLUMBIA																										
Columbia Co. Adm. 5			★	★						★												★		★		RS
Columbia Co. Adm. 13			★	★	★	★			★			★		★								★				RS
Scappoose 1J			★	★	★	★		★	★													★		★	★	RS
St. Helens 502	★	★	★	★				★	★			★										★			★	RS
Vernonia 47 J			★	★	★			★	★	★												★		★	★	S
COOS																										
Bandon 54			★	★					★					★					★			★		★	★	RS
Coos Bay 9			★	★	★	★			★	★		★										★	★	★		R
R.C. Belloni Boys					★	★								★						★		★				R
Coquille 8		★	★	★					★													★		★		RS
Myrtle Point 41			★	★					★													★		★		R

Members of cooperative projects within a county are marked with an asterisk.

School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
North Bend 13		★	★	★	★				★													★		★	★	R
CROOK																										
Crook County Unit		★	★	★				★	★	★												★		★		R
CURRY																										
Brookings-Harbor 17				★	★	★		★	★													★		★	★	R
Gold Beach 3			★	★					★	★						★						★		★		S
Gold Beach UH 1					★	★	★				★											★				R
Ophir 12	★	★	★	★	★				★													★		★		RS
Pistol River 16			★	★					★	★												★				S
Port Orford-Langlois 2J	★						★															★		★		RS
DESCHUTES																										
Bend 1			★	★	★	★	★		★													★	★	★	★	RS
J Bar J Boys Ranch					★	★			★													★				R
Redmond 2J			★					★	★	★												★		★	★	R
Sisters 6				★	★				★													★		★	★	R
DOUGLAS																										
Days Creek 15			★	★	★			★	★													★		★		R
Elkton 34		★	★	★	★			★		★												★		★		R

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Glendale 77			★	★					★													★		★	★	R
North Douglas 22		★	★	★	★				★			★										★		★	★	RS
Oakland 1			★	★	★				★			★										★		★		R
Reedsport 105			★	★					★			★										★		★		R
Riddle 70			★						★	★												★		★	★	RS
Roseburg 4			★	★					★	★												★		★		R
Pitchford Boys Ranch					★	★		★	★	★													★			RS
South Umpqua 19			★	★	★				★	★												★		★		R
Sutherlin 130			★	★					★													★		★	★	RS
Winston-Dillard 116			★	★	★				★	★												★		★		RS
GILLIAM																										
Arlington 3			★	★	★			★	★							★						★		★		R
Condon 25J					★	★			★													★		★		R
GRANT																										
Dayville 16J			★	★	★	★			★	★												★		★	★	R
John Day 3									★													★				R
Mt. Vernon 6			★	★	★				★										★			★				S
HARNEY																										
*Harney County IED Coop.			★	★	★	★			★													★		★	★	R

Members of cooperative projects within a county are marked with an asterisk.

School District Name & No.	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year: Regular Summer Year Round
	Grade Levels						Personal Development							Social Responsibility				Career Ed.			Methods					
*Andrews 29																										
Burns 1			★	★	★				★	★											★		★	★		R
*Burns UH 2																										
*Crane 4																										
*Crane UH 1J																										
*Diamond 7																										
*Double O 28																										
*Drewsey 13																										
*Fields 33																										
*Frenchglen 16																										
Hines 30			★	★					★												★					S
*Lawen 18																										
*Pine Creek 5																										
*Sodhouse 32																										
*Suntex 10																										
*Trout Creek 53																										
HOOD RIVER																										
Hood River County 1		★	★	★					★												★		★	★		RS
JACKSON																										
Applegate 40			★						★	★											★		★			R

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Ashland 5			★	★	★				★						★							★				RS
Central Point 6 No. 1			★	★					★													★		★		RS
Central Point 6 No. 2						★		★	★					★	★						★	★		★	★	R
Eagle Point 9		★	★						★													★		★		R
Medford 549			★	★	★	★			★	★												★		★	★	RS
Jackson /Josephine Co.					★	★			★	★										★		★				S
Phoenix 4			★	★				★	★	★												★		★	★	RS
Pinehurst 94			★	★					★	★												★		★		R
Prospect 59 No. 1			★	★					★															★		R
Prospect 59 No. 2				★	★				★													★				R
Rogue River 35		★	★						★	★												★		★	★	RS
JEFFERSON																										
Culver 4			★	★					★	★												★		★		R
Madras 509J			★	★				★	★													★	★	★		R
JOSEPHINE																										
Grants Pass 7	★		★	★	★			★	★			★										★		★	★	RS
Josephine County Unit	★		★	★			★								★							★		★	★	RS
KLAMATH																										
Klamath County 600	★	★	★	★	★	★		★	★	★		★		★								★		★	★	RS

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.			Methods				Time of Year
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Regular Summer Year-Round
Klamath Falls 1		★	★	★	★			★	★			★					★						★		★		RS
Klamath Falls UH 2					★	★			★	★	★												★	★	★		RS
LAKE																											
*Lake Co. IED Coop.			★	★	★				★			★					★						★	★			R
*Adel 21																											
*Fort Rock 24																											
Lakeview 7		★	★	★	★	★		★	★														★			★	R
Paisley 11			★	★					★					★									★		★		R
*Plush 18																											
*Silver Lake 14																											
*Union 5																											
LANE																											
*Lane County IED Coop.			★	★	★				★	★		★		★									★		★	★	RS
Bethel 52			★	★	★	★		★	★	★													★	★	★	★	R
*Blachley 90																											
Creswell 40			★	★	★				★					★									★		★	★	RS
*Crow-Applegate																											
Eugene		★	★	★					★	★													★		★	★	R
Villa Girard				★	★	★			★	★		★												★			S
Lane Co. Child Care					★	★			★	★						★							★	★		★	RS

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Fern Ridge 28J		★	★	★			★		★	★													★	★	★	★	RS
Florence 97J			★	★	★	★			★			★	★										★			★	RS
Junction City 69			★	★					★	★				★									★		★		RS
Lowell 71		★		★	★				★														★		★	★	R
Mapleton 32			★	★					★														★				RS
*Marcola 79																											
McKenzie 68			★	★	★	★			★	★		★											★		★		R
Oakridge 76			★	★	★	★		★	★	★													★		★	★	R
Pleasant Hill 1			★	★	★				★														★		★		R
South Lane 45J			★	★					★					★									★		★	★	RS
Springfield 19			★	★					★	★													★		★	★	RS
LINCOLN																											
Lincoln County Unit	★		★	★	★	★		★	★	★						★							★		★	★	RS
LINN																											
Albany 5			★	★					★	★					★								★		★		R
Albany UH 8J No. 1					★				★	★		★											★				R
Albany UH 8J No. 2					★	★		★	★	★	★												★				RS
Albany Child Care					★		★					★		★										★			RS
Central Linn 552			★	★					★														★		★	★	R
Clover Ridge 136			★	★					★														★		★		R

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| School District Name & No. | Grade Levels | | | | | | | | | | | | | | Personal Development | | | | | | | | | | | | | | Social Responsibility | | | | | | | | | | | | | | Career Ed. | | | | | | | | | | | | | | Methods | | | | | | | | | | | | | | Regular Summer Year-Round |
|---|---|---

School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Nyssa 26	★	★	★	★	★	★			★														★		★		R
Ontario 8		★	★	★	★	★			★	★													★		★		RS
Vale 15 No. 1			★	★	★							★											★				S
Vale 15 No. 2			★	★	★				★	★													★				R
Vale 15 No. 3		★					★																★				S
Vale UH 3 No. 1					★	★			★														★		★		R
Vale UH 3 No. 2					★	★			★														★				S
Willowcreek 42			★	★	★			★	★														★		★		RS
MARION																											
Aumsville 11			★	★					★														★		★		R
*Bethany 63 Coop.			★	★	★			★	★							★							★		★		R
*Brooks 31 Coop.			★	★	★				★														★		★	★	R
*Buena Crest 134																											
Cascade UH 5					★	★			★														★		★	★	R
*Central Howell																											
Cloverdale 144			★	★					★														★		★	★	R
Detroit 123J		★	★	★	★	★			★			★											★				R
Eldriedge 60			★	★				★	★														★		★		R
*Evergreen 10																											
Gervais 76	★			★	★			★	★														★		★	★	RS
Gervais UH 1					★	★	★		★														★	★	★		R

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Jefferson 14J			★	★	★			★	☆	★													★		★	★	RS
Monitor 142J			★	★	★			★	★														★		★		R
Mt. Angel 91			★	★	★	★		★	★														★			★	R
*North Howell 51																											
North Marion 15		★	★	★	★				★														★		★		R
North Santiam 1		★	★	★					★														★		★		R
Parkersville 82			★				★	★															★		★		R
Pioneer 13			★	★	★				★														★		★	★	R
Pratum 50			★	★					★														★			★	R
Salem 24J	★	★	★	★	★	★	★		★	★	★	★								★			★		★	★	RS
Mid-Valley Adolescent						★			★	★		★								★					★		R
Scotts Mills 73J			★	★	★			★				★		★									★		★	★	R
Silver Crest 93			★	★	★				★														★		★	★	R
Silverton 4		★	★	★	★				★			★											★		★	★	R
Silverton UH 7J					★	★			★	★		★						★					★		★	★	R
Stayton 77J			★	★	★			★	★														★		★	★	RS
Stayton UH 4					★	★			★			★											★		★	★	R
St. Paul 45			★	★	★	★			★					★									★		★		R
Sublimity 7			★	★	★				★														★				R
Turner 79			★	★				★															★		★	★	R
Victor Point 42			★	★	★				★																★		R
West Stayton 61		★					★							★									★		★	★	R

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.				Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year	
Woodburn 103			★	★	★	★		★	★			★		★										★			★	RS
MORROW		★	★	★	★				★															★		★		
Morrow County 1																												R
MULTNOMAH																												
Bonneville 46			★	★	★				★															★				R
Corbett 39			★	★					★															★		★	★	R
David Douglas 40			★	★	★	★			★															★		★	★	R
Gresham 4			★	★	★				★															★		★	★	Y-R
Gresham UH 2J					★	★		★	★	★				★										★		★	★	R
Multnomah Co. Boys					★	★			★	★		★												★	★			R
Lynch 28			★	★				★	★			★												★		★		R
Orient 6J				★	★			★	★	★		★														★	★	R
Parkrose 3		★	★	★				★	★															★		★		RS
Pleasant Valley			★	★	★				★															★			★	R
Portland 1J No. 1		★	★	★	★	★		★	★	★				★										★		★		RS
Portland 1J No. 2	★	★	★	★	★	★		★	★	★									★					★		★		RS
Portland 1J No. 3		★	★	★	★	★			★	★					★									★		★		RS
Portland 1J No. 4	★						★	★		★														★		★	★	R
Carroll House					★	★			★	★															★			RS
Seghers House					★	★			★	★														★				RS

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.				Methods					Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year			
Yaun Child Center					★	★		★		★														★				S
Reynolds 7			★	★	★	★			★			★		★										★		★	★	RS
Rockwood 27			★	★	★				★	★														★		★	★	R
POLK																													
Central 13J		★	★	★	★	★			★			★												★		★	★	RS
Dallas 2			★	★	★				★					★										★		★		R
Falls City 57			★	★	★	★			★															★			★	R
Valsetz 62			★	★					★															★		★		R
SHERMAN																													
*Grass Valley 23																													
*Kent 9J																													
*Moro 17																													
*Rufus 3 Coop.			★	★	★	★	★		★															★			★	R
*Sherman Co. High 1																													
*Wasco 7																													
TILLAMOOK																													
Beaver 8			★	★	★			★	★															★			★	R
Cloverdale 22			★	★					★	★														★		★	★	R
Hebo 13J		★	★	★	★				★	★														★		★		S

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School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods					
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Neah-Kah-Nie 56	★	★	★	★	★	★	★					★										★		★		R
Nestucca UH 3					★				★			★										★		★	★	R
Tillamook 9			★	★					★	★						★						★				RS
UMATILLA																										
Athena 29			★	★				★	★													★				R
Ferndale 10			★	★	★			★	★													★		★	★	RS
Helix 1			★	★	★	★			★													★		★	★	R
Umatilla County Boys							★				★							★				★	★	★		R
Hermiston 8			★	★	★				★													★		★	★	R
Milton-Freewater 31 No. 1			★	★	★				★													★		★		R
Milton-Freewater 31 No. 2			★	★	★				★	★												★		★	★	RS
Milton-Freewater UH 3					★	★			★													★		★		R
Stanfield 61			★	★	★	★			★			★										★			★	R
Ukiah 80			★	★	★				★													★		★	★	S
Umapine 13				★	★				★													★		★		S
Umatilla 6			★	★	★	★			★													★			★	R
Weston 19		★	★	★					★													★		★	★	R
UNION																										
Cove 15			★	★	★	★			★													★		★	★	R
Valade Ranch					★	★		★		★												★				S

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School District Name & No.	Grade Levels							Personal Development							Social Responsibility						Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
Elgin 23			★	★					★				★												★		★	★	R
Imbler 11			★	★	★				★																★			★	R
La Grande 1			★						★	★															★		★	★	R
North Powder 8J				★	★	★		★	★	★	★	★													★		★	★	R
Union 5				★	★				★																★				R
NE Oregon Child Care					★				★	★																★			S
WALLOWA																													
*Enterprise 21 Coop.			★	★	★		★																		★				R
*Flora 32																													
Joseph 6			★	★	★				★																★		★	★	RS
Wallowa 12			★	★	★				★																★		★		R
WASCO																													
Chenowith 9		★	★	★	★	★			★			★													★		★	★	R
Dufur 29			★	★	★				★			★													★		★		R
Petersburg 14		★	★	★	★				★	★															★				S
The Dalles 12					★	★		★	★	★															★		★		S
Tygh Valley 40			★	★	★				★																★				R
Wamic 42			★	★	★			★	★	★															★		★	★	R

Members of cooperative projects within a county are marked with an asterisk.

School District Name & No.	Grade Levels						Personal Development							Social Responsibility						Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides	Volunteer	Time of Year
WASHINGTON																										
*Washington IED Coop.		★	★	★				★	★	★													★		★	★	S
Banks 13			★	★	★	★			★														★		★		R
Beaverton 48J			★	★	★				★	★													★		★	★	R
*Farmington View 58J																											
Forest Grove 15		★	★		★	★		★	★	★													★		★	★	R
Gaston 511J			★	★	★	★			★				★										★	★	★	★	R
*Groner 39																											
Hillsboro 7		★	★	★			★		★			★											★		★		R
Hillsboro UH 3J					★	★		★	★	★													★	★	★		RS
North Plains 70			★	★	★				★	★													★		★	★	R
Reedville 29		★	★	★					★														★		★	★	S
*Sherwood 88J			★	★					★														★	★	★		R
Tigard 23			★					★	★	★													★		★	★	RS
Cordero Youth Care					★	★		★	★	★										★			★				S
*West Union 1																											
WHEELER																											
Fossil 21			★	★	★				★	★													★				RS
Mitchell 55			★	★	★	★		★	★														★		★	★	RS

Members of cooperative projects within a county are marked with an asterisk.

School District Name & No.	Grade Levels						Personal Development							Social Responsibility					Career Ed.			Methods				Regular Summer Year-Round
	Preschool	Kindergarten	Primary (1-3)	Elementary (4-6)	Junior High (7-9)	High School (10-12)	Basic Skills	Language Arts	Reading	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Cult. Enrichment	Consumer Education	Career Orientation	Vocational Training	Work Experience	Individual Instruction	Tutoring	Aides	Volunteers	Time of Year
YAMHILL																										
Amity 4J			★	★	★			★	★												★		★	★	R
Carlton 11			★	★					★												★		★	★	RS
Dayton 8			★	★	★				★	★											★		★	★	RS
McMinnville 40		★	★	★	★	★		★	★	★										★	★		★	★	RS
Rainbow Lodge					★	★		★	★			★					★			★	★				RS
Newberg 29J			★	★	★		★		★												★			★	R
Chehalem House					★	★		★	★				★							★	★		★		S
Sheridan 48J		★	★	★	★	★		★	★												★		★		S
Willamina 30J		★	★	★	★	★	★		★			★									★		★	★	R
Yamhill 16			★	★	★			★	★												★		★		R
Yamhill-Carlton UH 1					★	★			★			★									★		★		R

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